

**COMPETITIVE MANAGEMENT OF COMMUNITY
LEARNING CENTER (CLC) AT DARUL QUR'AN AL
KARIM COMMUNITY LEARNING CENTER,
BATURRADEN, BANYUMAS**



THESIS

**Submitted to Faculty of Tarbiya and Teacher Training
State Islamic Institute of Purwokerto as Requirement
for Undergraduate Degree in Education (S. Pd.)**

**By
NIA NUR PRATIWI
SN. 1717401026**

**STUDY PROGRAM OF ISLAMIC EDUCATION
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PURWOKERTO
2021**

STATEMENT OF ORIGINALITY

Here with I,

Name : Nia Nur Pratiwi
Student Number : 1717401026
Grade : S1
Department : Management of Islamic Education
Study Program : Management of Islamic Education
Faculty : Tarbiya and Teacher Training

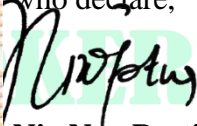
Declare that this Thesis script entitled “**Competitive Management Of Community Learning Center (CLC) At Darul Qur’an Al Karim Community Learning Center, Baturraden, Banyumas**” This as a whole is the result of my own research/work, not made by someone else, not an adaptation, nor a translation. The things that are not my work that are quoted in this thesis are marked with citations and indicated in the bibliography.

If any claim related to the analyses that I have made in the future, I would be fully responsible for the clarification.

Purwokerto, 02 September 2021

who declare,




Nia Nur Pratiwi
SN. 1717401026

APPROVAL SHEET

This Thesis, entitled

**“COMPETITIVE MANAGEMENT OF COMMUNITY LEARNING
CENTER (CLC) AT DARUL QUR’AN AL KARIM COMMUNITY
LEARNING CENTER, BATURRADEN, BANYUMAS”**

Written by Nia Nur Pratiwi, Student Number 1717401026, Management Of Islamic Education Departemen, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto was examined on 2nd September 2021 and declared qualified for acheiving the degree of Sarjana Pendidikan (S. Pd.) in Managemen Of Islamic Education Departement.

Examiner I/Head of
Examiner/Supervisor



Dr. Suparjo, M. A

NIP. 197371711999031 001

Examiner II/Secretary of Examiner



Dr. Sri Winarsih, M. Pd.

NIP. 19730512200312 2 001

Main Examiner



Dr. Rohmat, M. Ag. M. Pd.

NIP. 19720402003121001

Legalized by:

Dean,



Dr. H. Suwito, M. Ag.

NIP. 197104241999031 002

OFFICIAL MEMORANDUM OF SUPERVISOR

Subject : Submission of Thesis *Munaqasyah* Ms. Nia Nur Pratiwi
Appendix : 3 Copies

The Honorable,
Dean of Faculty of Tarbiya and Teacher
Tarbiya and Teacher Training
State Islamic University of Prof. K. H. Saifuddin Zuhri
Purwokerto

Assalamu'alaikum Warahmatullahi Wabarokatuh

After providing guidance, review, direction, and correction, I will convey through this letter that:

Name : Nia Nur Pratiwi
Student Number : 1717401026
Department : Management of Islamic Education
Study Program : Management of Islamic Education
Faculty : Tarbiya and Teacher Training
Title : Competitive Management Of Community Learning
Center (CLC) At Darul Qur'an Al Karim Community
Learning Center, Baturraden, Banyumas.

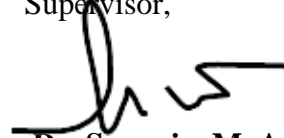
Can be submitted to the Dean of the Faculty of Tarbiya and Teacher Training, State Islamic University of Saifuddin Zuhri Purwokerto to be examined for achieving Undergraduate Degree in Education (S.Pd.) in Management Of Islamic Education Departement.

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IAIN PURWOKERTO

Purwokerto, 19-8-2021

Supervisor,



Dr. Suparjo, M. A

NIP. 197371711999031 001

**COMPETITIVE MANAGEMENT OF COMMUNITY LEARNING CENTER
(CLC) AT DARUL QUR'AN AL KARIM COMMUNITY LEARNING
CENTER, BATURRADEN, BANYUMAS**

Nia Nur Pratiwi

SN. 1717401026

Abstract

This study aims to determine how competitive Community Learning Center Program Management at the Community Learning Center (CLC) Darul Qur'an Al Karim, Baturraden, Banyumas, uses a qualitative research approach with phenomenological methods. The data collected comes from interviews with Leaders, Teachers, Students and Parents, notes, documentation, and other documents. The results of this study that a competitive Community Learning Center (CLC) Management is a systemic and systematic activity carried out to improve teacher performance in providing services through programs, including at the planning stage of the Leader of CLC with teachers and all elements, formulating goals, time, vision and mission and curriculum. At the organizing stage, namely determining the implementation schedule, creating a management structure, providing facilities, and personnel in developing a framework so that it is more efficient in carrying out plans through the process of determining the necessary program implementers. At the implementation stage, namely, determining program targets, teachers, implementation time, materials and methods to be used, *Tahfiz* and general subject teachers, tutors or extracurricular trainers. In evaluating the program, two forms of evaluation are used, namely, process evaluation and outcome evaluation.

Keywords: Management, Community Learning Center, Competitiveness

IAIN PURWOKERTO

MOTTO

Fainna ma'al usri yusro

Inna ma'al usri yusro

(So, verily, with the hardship, there is relief. Verily, with the hardship, there is relief.)

(Q.S Al Insyirah: 5-6)



IAIN PURWOKERTO

DEDICATION

Sincerely, I dedicate this thesis to:

My beloved parents, Sarwan and Mistiyah who always support my journey.

My Little Sister, Sulis Dwi Utari who always give me spirit.

All of my family, teacher and my friends.



GUIDLINE OF INDONESIA-ARABIC TRANSLATION

Transliteration of Arabic words used in thesis writing refers to Joint Decree between Minister of Religion and Minister of Education and Culture, the Republic of Indonesia, Numb. 158/1987 and Numb. 0453b/U/1987.

Arabic Alphabets	Name	Latin Alphabets	Name
ا	Alif	non symbolized	non symbolized
ب	ba'	b	Be
ت	ta'	t	Te
ث	Sa	s	es (with dot above)
ج	Jim	j	Je
ح	H	h	ha (with dot above)
خ	Kha	Kh	ka and ha
د	Dal	d	De
ذ	Zal	z	ze (with dot above)
ر	Ra	r	Er
ز	Zai	z	Zet
س	Sin	s	Es
ش	Syin	Sy	es and ye
ص	Sad	s	es (with dot below)
ض	Dad	d	de (with dot below)
ط	Ta	t	te (with dot below)
ظ	Za	z	ze (with dot below)
ع	_ain	=	inverted comma above
غ	Gain	g	Ge
ف	fa'	f	Ef
ق	Qaf	q	Qi
ك	Kaf	k	Ka
ل	Lam	l	_el
م	Mim	m	_em
ن	Waw	w	W
ي	ha'	h	Ha

ء	Hamza h	=	Apostrophe
ي	ya'	y	Ye

Double consonants because of *syaddah* are written double

مضاعفة	Written	<i>muta'adah</i>
عدة	Written	<i>„iddah</i>

Ta' marbutah* the end of word, if it is in word-final, will be written *h

حكمة	Written	<i>Hikmah</i>
جيزة	Written	<i>Jizyah</i>

(This stipulation is not applied in the words that have been absorbed in Indonesian, such as zakat, salat, etc., except if they are intended to their original spelling).

a. If *Ta' Marbutah* is followed by article “*al*” and the second word is separated, it is written with *h*.

كرامة الأولياء	Written	<i>karamah al-auliya</i>
----------------	---------	--------------------------

b. If *Ta' Marbutah* is uttered or with *harakat*, *fathah* or *kasrah* or *d'ammah* is written *t*.

زكاة الفطر	Written	<i>zakat al-fitr</i>
------------	---------	----------------------

c. Short Vowel

-----	Fathah	written	A
-----	Kasrah	written	I
-----	d'ammah	written	U

d. Long Vowel

1.	fathah + alif	written	A
	جہ ہالی	written	<i>Jahiliyah</i>
2.	fathah + unuttered ya'	written	A
	بشری	written	<i>Tansa</i>
3.	kasrah + unuttered ya'	written	I
	کری	written	<i>Karim</i>

4.	d‘ammah unuttered wawu	written	U
	نروض	written	<i>furud'</i>

e. Diphthong

1.	fathah + unuttered ya‘	written	Ai
	قَبِيكُم	written	<i>Bainakum</i>
2.	fathah + unuttered wawu	written	Au
	زُول	written	<i>Qaul</i>

f. Short vowel which is in chronological order is separated with apostrophe

أَنْتُمْ	Written	<i>a'antum</i>
أَعَدتْ	Written	<i>u'iddat</i>
لِذِهِ تَشْكُرْت	Written	<i>la'insyakartum</i>

Article Alif + Lam

a. If followed by *Qomariyyah* alphabets

الْقُرْآن	Written	al-Qur‘an
الْقِيَّاس	Written	al-Qiyas

b. If followed by *Syamsiyyah* alphabets, it is written with *Syamsiyyah* alphabet which follows it as well as deletes l alphabet

السَّمَاء	Written	<i>as-Sama''</i>
السَّمِص	Written	<i>asy-Syams</i>

c. Writing words in sentence sequence

ذَوِي النُّرُوضِ	Written	<i>zawi al-furud''</i>
أَهْلِ السُّنَّةِ	Written	<i>ahl as-Sunnah</i>

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CHAPTER I

INTRODUCTION

A. Background of Problem

Education is a process to improve, improve, change knowledge, skills and attitudes, as well as the behavior of a person or group in an effort to educate human life through guidance, teaching and training activities. The educational process shows the existence of active activities or actions and dynamic interactions carried out consciously in an effort to achieve goals. Education should be interpreted as a process of maturing the quality of life. Thus students are expected to be able to understand the meaning and nature of life. In the end, the focus of education is directed at forming a superior personality by the process of maturing intellectual, heart and moral qualities.¹

March 2012, the number of poor people in Indonesia reached 29.13 million people, this is influenced by the level of education of rural communities, and the development planned by the government is not in accordance with the community's ability to participate, so that it is not reached by the community. Therefore, new breakthrough efforts must be made by the government and related parties to immediately help the community raise awareness and potential.²

Based on the data above, education on a non-formal scale has emerged which can develop education with a more populist and more acceptable approach for people of lower economic class.³ In real terms, the presence of non-formal education in the form of an equality program at the Community Learning Activity Center can help the government in order to succeed in developing Human Resources (HR) as a whole. Even this non-formal education is part of making the community have an education that can be equivalent to formal education, has been able to

¹ Siti Umayah, *Upaya Guru Dan Kepala Madrasah Dalam Meningkatkan Daya Saing Madrasah*, Journal Kajian Pendidikan Islam, Vol. 7, No. 2. 2015, p. 4.

² Zen Istiarsono, "*Tantangan Pendidikan dalam Era Globalisasi: Kajian Teoretik*", Journal Intelegensia, Vol. 1 Numb. 2, February 2017, p. 3.

compete with formal schools of the same level.³

Integrated quality can be implemented in a good way and can be accounted for in the community. In accordance with various kinds of integration, quality can be used as a reference in making decisions, it could be the level of satisfaction users of educational services who say or from a good institutional survey. All institutions generally want to be able to perform the best in order to attract market attention.⁴

Competition that appears in a good pattern by strengthening Human Resources (HR), strengthening facilities and finances. Thus the competition is very complex, including in the areas of quality, service and facilities. To find out this, the leaders of educational institutions must carry out an appropriate analysis to determine the position and category of the educational institution being led at which category or level. Is it at the level or category of being threatened, weak or superior.⁵

Management of the Community Learning Center (CLC) will be a better education service and have competitiveness in the community, if the treatment of non-formal education is equated with formal education, education will be more equitable. Because, people who cannot have a formal education can enter non-formal education such as the Community Learning Center (CLC).

To achieve the desired quality and be able to have competitiveness, a non-formal educational institution must be ready with all activities that can make people look into the institution. Can it be considered a good non-formal educational institution or not. Because the community will also be selective in choosing educational institutions even though it is only non-formal education.

Previously, the Community Learning Activity Center (CLC) was an educational institution that was not considered by the community. Evidenced by the bad infrastructure and the few students. Apart from that,

³ Safri Miradj & Sumarno, *The Empowerment Of The Poor Through The Non-Formal Education Process As An Effort To Improve The Social Welfare In West Halmahera Regency*, Jurnal Pendidikan dan Pemberdayaan Masyarakat, Volume 1 – Numb. 1, March, 2014, p. 1.

⁴ Irawati dan MHD Subhan, *Kepemimpinan Pendidikan Untuk Meningkatkan Daya Saing Di Madrasah Aliyah Kampar Timur*, Jurnal Manajemen Dan Pendidikan Islam, Volume 3 Numb. 1, 2017, p. 2.

⁵ Dedi Mulyasana, *Pendidikan Bermutu dan Berdaya Saing*, (Bandung: Remaja Rosdakarya, 2012), p. 184.

in terms of the resulting output, it is less reliable. This Community Learning Center have a special curriculum that not to have in another Community, this is *Tahfizh* Curriculum, it make this Community Learning Center is deferent from another institution that similar and make it can competitive institution and this condition then initiated an increase in the competitiveness of the institution so that the community gave a good view of the development of the Community Learning Activity Center, especially for the Community Learning Center's Darul Qur'an Al Karim, Banyumas.⁶

B. Operational Definition

1. Competitive Management

Competitive management is a concept of managing the Community Learning Center (CLC) as a systematic activity carried out by CLC leaders in order to make the institution different from other, to improve the quality of educators, in providing CLC's services through its leadership activity program that conforms to CLC's standards. and according to the needs of the community in order to produce CLC's graduates who are competitive. These various advantages determine the competitiveness of CLC Darul Qur'an Al Karim and others.⁷

2. Community Learning Center (CLC)

The Center for Community Learning Activities (CLC) is an agency that operates in non-formal education units. As in the National Education System Law No. 20 of 2003 article 26 states that non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units.⁸

The Community Learning Activity Center (CLC) in terminology means from the community, meaning that the establishment of CLC is the desire of the community itself. This desire comes from an awareness of

⁶ Safrudin Aziz, *Keberhasilan Program Tahfidz Al-Qur'an Kejar Paket B Darul Qur'an Al-Karim Baturraden Banyumas T.A 2018-2019*, Jurnal Pendidikan Islam, Vol 14, No. 2, p. 2.

⁷ Novan Ardy Wiyani, *Konsep Manajemen PAUD Berdaya Sain*, Jurnal Pendidikan dan Anak Usia Dini: Jurnal A-Sibyan, Vol. 03, Number 1

⁸ Lackney & Jefferey A, *Thirty-Three Educational Design Principles for Schools & Community Learning Centers*, (Washington: Mississippi State Univ, 2000), p. 3.

the importance of improving the quality of life through a process of transformation and learning. This initiative can be generated by a process of socializing the importance of the Community Learning Activity Center (CLC) as a forum for community empowerment to several members or local community leaders by the government or by other parties outside the Government.⁹

3. Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas.

Hereinafter referred to as Chase Package B Daqu al-Karim is institutionally under the management of Community Learning Center (CLC) Darul Qur'an al-Karim Karangtengah Baturraden Banyumas. Package B was officially established in 2017 through the Banyumas Regency, Office number: 421.9 / 711 / 2017.1 Pursuing Package B has a vision: Qur'ani, superior, caring for the success of national education in 2030.

In order to succeed this vision, Pursue Package B Daqu al-Karim has one excellent program in the form of tahfidz. By considering philosophical, psychological, socio-cultural aspects as well as science and technology, Pursuing Package B Darul Qur'an al-Karim realizes the National curriculum (Kurtilas), local content and initiates the Tahfidz al- Qur'an curriculum as a superior program as well as a uniqueness that is not owned by other Pursuing Package agencies.¹⁰

C. Problem Formulation

Based on the background, the writer will propose the following formulation of the problem:

"How is the Competitive Management of the Community Learning Activity Center (CLC) at the Darul Qur'an Al Karim, Baturraden, Banyumas?!"

⁹ Directorate of Community Education Development, Ministry of Education and Culture, *Standards and Procedures for Organization of Community Learning Activity Centers* (Jakarta: 2012), p. 4.

¹⁰ Aziz Shofi Nur Diansyah, Bambang Budi Wiyono, Maisyaroh, *Implementasi Total Quality Management pada Program Pendidikan Kejar Paket (Studi Multi Situs Di Pkbm Bintang Bangsa Kab Malang Dan Ki Hajar Dewantarakota Malang)*, Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan Volume: 1 Nomor: 3 Bulan Maret Tahun 2016, p. 2.

D. Objective and Benefit of Reasearch

1. Research Objectives

In accordance with the formulation of the problem, the objectives of this reasearch is :

- a To find out what are the factors that affect the Competitiveness of the Darul Qur'an Al Karim Baturraden Community Learning Center, Banyumas.
- b To draw the Competitive Management in the Community Learning Activity Center Darul Qur'an Al Karim, Baturraden, Banyumas.

2. Research Benefits

a Theoretical Benefits¹¹

- 1) The results of this study are expected to be used as an additional knowledge, especially regarding the strategy of the head of the Center for Community Learning Centers (CLC).
- 2) The results of this study are expected to contribute ideas to other researchers who are interested in conducting research on similar Competitive CLC's Management.

b. Practical Benefits

- 1) For the Ministry of Education

This research can be a reference for the ministry to continue advancing non-formal education institutions.

- 2) For the Institution

This research contributes thoughts to the institution in solving of problem about Management Competitiveness Community Learning Center's Darul Qur'an Al Karim, Baturraden, Banyumas.

- 3) For the Teacher

This research can give benefit to this All of teacher in having a good relation to institution and make them to improve their ability, whether it's general subject teacher or *Tahfizh* teacher.

- 4) For the Surrounding Community

¹¹ Louis Cohen dkk, *Research Methods in Education*, (London and New York: Simultaneously, 2005), p. 73.

This research can give positive impacts to the surrounding community for have a high awareness about learn and teach Qur'an.¹²

E. Systematic Of Writing

In order to facilitate a systematic, comprehensive and logical discussion, it is necessary to arrange a systematic discussion in such a way. The systematic of this discussion consist of studies wich include, the begining, the core and the end, namely:

The initial section includes the title page, statement of authenticity page, endorsement page, advisory service note, abstract, motto page, dedication page, introduction, table of contenst, list of attachment. The core of part contains the main issues which consist of five (5) chapters, among others:¹³

Chapter I contains an introduction, which consist of background problems, problems formulation, research objective and Benefits, Operational Definitions, Literature Review and Systematic of Writing.

Chapter II contains a theoretical basis, which consist of the notion of competitiveness Management and the Instruments used in the competitiveness assesment. The form and implementation of Managemen Competitiveness at the Community Learning Centers Darul Qur'an Al Karim Baturraden, Banyumas.

Chapter III contain a research methods consisting of six main sub-chapter covering the type of research location, research subject, research object, research time, data collection techniques and data analysis techniques.

Chapter IV Contain on this chapter is How is Management of Competitiveness at the Darul Qur'an AL Karim Community Learning Center, Baturraden, Banyumas. This Chapter discuss about step of competitiveness management on the Darul Qur'an AL Karim,

¹² Suharsimi Arikunto, *Manajemen Penelitian*, (Jakarta : Rineka Cipta, 2000), p. 75

¹³ Faculty of Tarbia and Teaching Centers, *Panduan Penulisan Skripsi, State Islamic Institute of Purwokerto*: 2020, p. 17.

Baturraden, Banyumas and describe about instruments on the research.

Chapter V consists of a cover consisting of suggestions and conclusions about Competitive Management of Community Learning Center (CLC) at Darul Qur'an Al Karim Baturraden, Banyumas.



CHAPTER II

BASIC THEORY

A. Conceptual Framework

1. Management

a. Definition of Management

Management comes from the Italian *maneggiare* which means "to control", especially in the context of controlling horses in the original language, another word comes from the Latin meaning "hand". Later adopted into French this word from English to management, which means "the art of carrying out and managing." In this case, Management actually emphasizes more on the process of managing an activity, such as in educational activities, as well as activities outside of educational institutions. Management can also be identified from several figures:¹⁴

1) Indonesia Dictionary

In the Large Dictionary Indonesian (KBBI) are (1) the process of using resources effectively to achieve the target resources effectively that have been determined; and (2) effective use of resources to achieve goals. For this definition The Big Indonesian Dictionary defines that management has an important part in its implementation which is focused on effectiveness and achieving goals. What kind of goals will be achieved depends on the planning approval at the beginning of the period from each organization or institution concerned.¹⁵

2) Luther Gullick

Luther Gullick defines Management as a field of knowledge that systematically seeks to understand why and how people work together to achieve goals and make systems of cooperation more useful for humanity. Management is a science that has been studied for a long time as a series of theories that need to be tested and developed in various management activities.

¹⁴ Sarinah & Mardalena, *Pengantar Manajemen*, (Yogyakarta: Deepublish, 2017), p. 1.

¹⁵ Imam Gunawan & Djum Djum Noor Benty, *Manajemen Pendidikan Suatu Pengantar Praktik*, (Bandung: Alfabeta, 2017), p. 19.

As a science, management is also universal and general because it can be used in all lines of life, whether in government, religious, social, and etc.¹⁶

3) Schermerhorn

Schermerhorn mendefinisikan manajemen sebagai -If productivity in the form high level of performance effectiveness and efficiency is a measure of organizational succes, managers are largely responsible for this achievment. The ultimate _bottom line‘ in every manager‘ s job is to help an organization acheive high performance by best utilizing its human and material resourches. This is accomplished through the four funcion of management that together constitute what is called the management process of planing, organizing, leading and controlling.¹⁷

4) Mary Parker Follet

Mary Parker Follet defines management as the art or trick of getting work done through other people. A manager or manager involves others in achieving organizational goals. These people are given the mandate as managers with various considerations. In undergoing every managerial pattern, there will also be a person's leadership pattern where management activities cannot be separated from leadership activities.¹⁸

5) Robert L. Katz

Robert L. Katz explains the meaning of Management as a profession because various management activities are carried out with various abilities (competencies) or special skills. The first ability is the ability to form a concept. The ability to form concepts as a form of perception in a system that exists within the organization, the ability to coordinate all activities and interests of the organization.

Second, in social skills, namely the ability to establish relationships with internal and external organizations, cooperate, and lead others. The third is the ability of special technical fields,

¹⁶ Husaini Usman, *Manajemen: Teori, Praktik, dan Riset Pendidikan*, (Jakarta: Bumi Aksara, 2006), p. 3.

¹⁷ Emron Edison dkk, *Manajemen Sumber Daya Manusia Strategi dan Perubahan dalam rangka Meningkatkan Kinerja Pegawai dan Organisasi* , (Bandung: Alfabeta, 2017), p. 5.

¹⁸Sulistiyorini, *Manajemen Pendidikan Islam: Konsep, Strategi, danAplikasi*, (Yogyakarta: Teras, 2009), p. 8.

such as budget program planning techniques, educational programs, supervision programs, programs that have been designed during the specified period.¹⁹

In the definition presented by the experts, it can be concluded that management is a process of planning, organizing more than one person, doing whatever has been planned. The last is the assessment program as a reference in determining the results and evaluations that will come out.

b. Process Of Management

In the management process generally follows the steps of planning, organizing, leading, action and controlling.²⁰ However, in its application, sometimes some figures also add other elements in the Management process, because it is felt that there must be other elements that must be applied in every management activity, including.²¹ The National Science Foundation is seeking to use the practices of knowledge management to better understand the long-term effects of its funding over time, to enhance information sharing across its internal divisions. On the other side, we have to improve the way grantees evaluate and share information about their outcomes:

1) Planning

Planning is designing something that is in the target and will be achieved or achieved in the future. In an organization, planning is a process of carefully thinking and determining directions, goals and actions while reviewing various resources and appropriate methods and techniques.

Planning as one of the main things in the administrative function, by many opinions is placed in the most important position among other processes. So important

¹⁹ Novan Ardy Wiyani, *Manajemen PAUD Berdaya Saing*, (Yogyakarta: Gava Media, 2017), p. 9.

²⁰ Lisa A. Petrids, *Knowledge Management In Education Defining The Landscape*, (The Institute For The Study Of Knowledge Management In Education , 2003), p. 7.

²¹ Lisa A. Petrids, *Knowledge Management*, p. 10.

²¹ Oemar Hamalik, *Manajemen Pengembang Kurikulum*, (Bandung: Rosda karya, 2011), p. 3.

is planning, planning well is the same as achieving 50% success. This assumption is based on planning seriously and comprehensively, automatically knowing what to do in the long term or in the short term.

It can also be determined that the plan is prepared to be used as a guide or direction for implementation. Sulthon Masyhud defines planning as a whole thought and careful determination and pouring in writing about various things that will be done in the future, in order to achieve goals that will be carried out in the future.²² Meanwhile, according to Piet A. Sahertian, the steps that will be taken in preparing the plan include:²³

- a) Goal Formulation
- b) Determine the supporting factors and inhibiting
- c) factors in achieving goals.
- d) Determine the policy (Policy)
- e) Creating programs (Programming)
- f) Make a Schedule of Program Activities
- g) Determining How to Work (Procedure)
- h) Determine the amount of the budget

2) Organizing

In organizing, linking work, leadership, employees / staff, and physical factors so that they can cooperate with one another. Organizing can be defined as the process of making a relationship between functions, personnel and physical factors so that the activities that are already in planning is carried out as soon as possible and can be united and directed at achieving common goals. According to Cyril Soffer (1973) quoted by Ismail, the organization is an association of people who are given a certain role in a work system and division of labor in which the work (contained in the organization) is sorted into tasks and distributed to the executor of tasks /

²² M. Sulthon Masyhud, *Manajemen Profesi Kependidikan*, (Yogyakarta: Kurnia Kalam Media, 2014), p. 128.

²³ Piet A. Sahertian, *Dimensi Administrasi Pendidikan*, (Surabaya: Usaha Nasional, 1985), p. 255.

incumbents. to get a single result.²⁴

Organizing is expected to be able to direct and give a definite picture to all organizational issues to cooperate with each other in order to achieve organizational goals. After planning is determined to be a decision, then the leader in accordance with his authority organizes. Where leadership authorizes work and overall cost allocation, leaders at all levels organize and allocate work at the operational level.²⁵

3) Actuating

In the implementation and mobilization of managerial members, Henry Fayol uses the term commanding. Luther M. Gulick uses the term directing, George R. Terry uses the term actuating, while AASA uses the term motivating. If there is no movement in an organization, then there is no running program, because after it is planned and organized, there will be several things that must be moved in a structured manner. The activity of moving or motivating is a routine and basic activity for a leader. A way that is usually used by a leader to value the personnel in the team.²⁶

4) Controlling

This activity ensures that all goals and achievements are consistent with each other with appropriate means and results, controls also help maintain compliance with important rules and policies of the organization. In a dynamic environment, the latter role not only regulates task requirements such as attendance, but also regulates norms and helps respect individual rights in the workplace. In the supervision process there is an assessment process, this process can be measured by comparing the work that has been done and the results that have been achieved. According to Oteng Sutisna, evaluation is measuring and assessing the

²⁴ Ismail Solihin, *Pengantar Manajemen*, (Jakarta: Erlangga, 2009), p. 91.

²⁵ Emron Edison, dkk, *Manajemen Sumber Daya Manusia Strategi Dan Perubahan Dalam Rangka Meningkatkan Kinerja Pegawai Dan Organisasi*, (Bandung: Alfabeta, 2017), p. 7.

²⁶ Muh. Hizbul Muflihin, *Administrasi Manajemen Pendidikan*, p. 97.

results of the program and its implementation to find out how many goals are to be achieved and the teachers and personnel grow professionally.²⁷

c. Management Approach

1) Management is Cooperation Between Organizational Members

This activity is strongly influenced by the goals set by an organization that have been planned in the planning process. Existing programs are things that will be implemented by members of the organization as Human Resources (HR) in an organization. In this case, cooperation is strongly influenced by the existing Human Resources (HR), quality greatly determines the success of a work program in an organization. In the organization will definitely meet people who are different in personality.

However, whether we realize it or not, these are advantages and disadvantages that we must appreciate every person. In practice, every member of the organization and management activities must be able to cover each other's weaknesses. This can be done to cooperate with each other in any case so that the work program that has been planned can be implemented.²⁸

2) Management is a System

In a management is certainly an integrated, interrelated whole consisting of various interacting parts. All organizations are included in the human order which is an abstract concept and is concerned with an object. In a system there are various components that interact with each other to achieve a goal. According to Syafarudin and Irwan Nasution, the system is defined as a set of components that interact competitively to achieve an organizational goal. In this case, carrying out the

²⁷Abdul Manab, *Manajemen Kurikulum Pembelajaran di Madrasah Pemetaan Pengajaran*, (Yogyakarta: Kalimedia, 2016), p. 131.

²⁸Rohiat, *Manajemen Sekolah: Teori Dasar dan Praktik*, (Bandung: Refika Aditama, 2010), p. 17.

management process means creating a system that is directed to a continuous process.²⁹

3) Management is a Process

Management is a fairly long process, it is concerned with the various components of the organization that interact with each other. The interaction between existing organizational components certainly describes a process that takes place systemically. In this process, each has a main task and function. Each component has been distinguished for each performance. In this case the components are directed to a systematic performance. The meeting point of all these components is in the goals of the organization, these components are united in a goal, the direction of performance in the organization will be aimed at that goal so that the process of running the organization can be directed.³⁰

4) Leadership in Management

Leadership in management takes an important role that cannot be separated from management activities. According to Robert House states that effective leaders explain the path, or tools that can be used by subordinates to achieve high job satisfaction and performance. In this case, in terms of managerial leadership, a person can take a path by clarifying the tasks assigned to his subordinates. In addition, the leader can also provide specifications of the desired goals. The main task of a leader is to provide good motivation and not be authoritarian, so that the goals to be achieved can be realized together in an organization.³¹

5) Management as an Arrangement

In the implementation of Management will not be separated from the rules. This rule was created as a basis for doing work in society. The components involved in the system can also be in the form of Human Resources or Material

²⁹ Syafarudin dan Irwan Nasution, *Manajemen Pembelajaran*, (Jakarta Quantum Teaching, 2005), p. 41.

³⁰ Novan Ardy Wiyani, *Manajemen PAUD*, p. 21.

³¹ Abi Sujak, *Kepemimpinan Manajer: Eksistensinya Dalam Perilaku Organisasi*, (Jakarta: Rajawali, 1990), p. 17.

Resources. Resources in the form of materials need to be maintained and arranged in such a way, so that they can produce good performance in all lines. Development activities can be in the form of utilizing human and material resources in the form of arrangements. This activity applies to all members of the organization.³²

6) Decision Making and Policy in Management

In making decisions, of course, it is closely related to goals. These objectives are achieved through management activities. The leader will evaluate the extent to which the goals have been achieved and what follow-up actions will be taken. Based on the results of the evaluation, the leader will instruct whether the existing program needs to be eliminated, maintained or carry out innovation activities. Leaders try to find out what factors are hindering and what factors are advancing the program. This is where the role of the leader in making a decision in the organization. The policy is then used as the basis and basis for determining future management activities.³³

2. Community Learning Centers (CLC)

a. Definition of Community Learning Centers

The Center for Community Learning Activities (CLC) is an agency that operates in non-formal education units. As in the National Education System Law No. 20 of 2003 article 26 states that non-formal education units consist of course institutions, training institutions, study groups, community learning activity centers, and taklim assemblies, as well as similar educational units. The Community Learning Activity Center (CLC) in terminology means from the community, meaning that the establishment of CLC is the desire of the community itself.³⁴

This desire comes from an awareness of the importance of

³² Abi Sujak, *Kepemimpinan Manajer: Eksistensinya*, p. 18.

³³ R. Wayne Pace & Don F. Faules, *Komunikasi Organisasi: Strategi Meningkatkan Kinerja Perusahaan*, (Bandung: Remaja Rosdakarya, 2013), p. 26.

³⁴ Ferdinal Asmin, *The Model of Community Learning Center Development: A Cse Study of PKBM Assolahiyah in West Java Province*, *Journal Ilmu Sosial Mamangan*, Vol. 6, Numb. 2, July 2017, p. 61. <http://ejournal.stkip-pgri-sumbar.ac.id/index.php/jurnal-mamangan>.

improving the quality of life through a process of transformation and learning. This initiative can be generated by a process of socializing the importance of the Community Learning Activity Center (CLC) as a forum for community empowerment to several members or local community leaders by the government or by other parties outside the Government.³⁵

CLC as an acronym for Center for Community Learning Activities, has the following strategic meanings: *First*, Central, means that the implementation of CLC must be well managed and centralized. *Second*, Activities, means that this institution can organize various activities that are beneficial to the life of the local community, and CLC is always dynamic, creative and productive in carrying out various positive activities for the local community. *Third*, Learning, means that the various activities held are activities that are able to provide and create a transformation process to increase the capacity and behavior of the community members in a more positive direction.³⁶

Fourth, the community, means that the people's desire to advance themselves (self help). The presence of non-formal education can be an alternative to education in overcoming social problems, because non-formal education is a substitute, addition, and/or complement to formal education. Thus, it can be said that non-formal.³⁷

b. Purpose and Function

Nor-formal education is organized for people who need education that functions as a substitute, addition, and or complement to formal education in order to support lifelong education. Non-formal education functions to create potential with an emphasis on mastery of functional knowledge and skills as well as the

³⁵ Directorate of Community Education Development, Ministry of Education and Culture, *Standards and Procedures for Organization of Community Learning Activity Centers* (Jakarta: 2012), p. 4.

³⁶ Mita Septiani, *Pengalaman Pusat Kegiatan Belajar Masyarakat (CLC) Dalam Memfasilitasi Masyarakat Belajar Sepanjang Hayat*, (Jurnal Ilmiah VISI PPTK PAUDNI - Vol. 10, No.2, 2015), p. 68.

³⁷ Directorate of Community Education Development, Ministry of Education and Culture, *Standards and Procedures*, p. 4.

development of professional attitudes and personalities in the community in general. According to Septiani quoted by Ais Irmawati, in facilitating community learning, CLC has the following duties and functions this is: identifying community needs, organizing educational programs easily and without difficulty, providing potential resources, building partnerships with partners, monitoring and evaluating programs. information center, learning resources, and community development.³⁸

c. Component

1) Supported/Target Community

Community Learning Center (CLC) must have a community that is the goal or target of its development. This community can be limited by certain geographic areas or communities with certain social and economic problems and conditions. This will make it easier for the Community Learning Center to map the education provided.³⁹

2) Student

Students are part of the fostered community or from other communities who with high awareness follow one or more learning programs in the institution. Learners can be in the form of equality with elementary school, junior high school or high school. This is based on the needs to be obtained for some people.

3) Teacher/Tutor/Instructor

Teacher/tutor/instructor/technical resource person is a person who is directly responsible for the learning process or community empowerment in the institution. The tutor can be said as a teacher whose job is to provide lessons to students who are studying at the community learning center. Teacher must go through qualifications for the career path that will

³⁸ Ais Irmawati, *Peran Pusat Kegiatan Belajar Masyarakat (PKBM) dalam Mengurangi Buta Aksara di Kabupaten Karimun*, Jurnal Pendidikan dan Kebudayaan, Vol. 2, Numb. 1, (2017), p. 84.

³⁹ Directorate of Community Education Development, *Ministry of Education and Culture, Standards ...*, p. 6-7.

be obtained by students who are studying. Tutors at the Center for Community Learning Activities have demands as educators of knowledge and attitudes and morals. Of course, a tutor who has an educational background needs to make himself a role model for other students.⁴⁰

4) CLC's Partner

Partners are parties from outside the community or institutions that have agents or representatives or activities or interests or activities in the community who with an awareness and willingness have participated and contributed to the sustainability and development of the Community Learning Center. outside this institution, because it will make it easier after the students graduate from non-formal education programs.

d. Scope of Community Learning Centers

1) Learning Activities

In teaching and learning activities at Community Learning Centers, a process of empowering community members is carried out by exploring intellectual, emotional and spiritual capacity/ability/intelligence, character and personality which includes aspects of cognition, affection, and psychomotor. Learning also covers all groups from early age to the elderly, men and women. Students who take part in teaching and learning activities must carry out learning activities in accordance with applicable rules.⁴¹

2) Business Activities/Economic Productive (Business)

The field of productive economic business activities includes all activities related to efforts to increase the economic capacity/empowerment of community members. This activity can be in the form of business training which will become the

⁴⁰ Adi Irvansyah dkk, *Implementation of Authentic Leadership Attitude to Tutors at Community Learning Center*, Journal Edukasi, Vol. 15, Issue 1, 2021, p. 67. Doi: <http://dx.doi.org/10.15294/edukasi.v15i1.30184>

⁴¹ Directorate of Community Education Development, *Ministry of Education and Culture, Standards ...*, p. 8-9.

provision of soft skills for Community Learning Centers (CLC) students which will have an impact on independence for students who are directly involved in it. The ideal, the arrangement of planning program in CLC through the careful identification, therefore the expectation planning get the support from the community and stakeholder.⁴²

3) Community Capacity Empowerment Activities

The field of community empowerment includes various activities in the context of strengthening community capacity in accordance with the conditions, potential, and needs of the community. The Community Development Program comprises two soft skill education, namely Basic English Teaching and Character Building. The other one - hard skill program applies work skill training.⁴³

4) Partnership

Partnerships carried out by the Community Learning Center can be in the form of partners from government institutions, community organizations (Ormas), educational organizations, entrepreneurs, ministries and other partners who can be used to connect the interests that students want to obtain. This partnership is a strategic step that can be done by Community Learning Center (CLC) managers in utilizing all forms of opportunities that are mutually beneficial between the two parties.⁴⁴

3. Competitiveness

a. Definition of Competitiveness

⁴² Siti Badriyah & Sugeng Widarso, *The Patern Of Management Program in The Community Learnin Center (CLC) Sembada in Gunungkidul Districk*, Vol. 7, Issue. 09, 2021, p. 3.

⁴³ Yakob Metboki dkk, *Community-development programs and the impication for women migrant workers pre-departure preparation in Eastern Indonesia*, Jurnal Pendidikan dan Pemberdayaan Masyarakat, Vol. 6, Numb. 2, 2019, p. 172.

⁴⁴ Lip Saripah dkk, *“Conceptual Participatory Partnership odels In Improving The Quality Of Education Services in Commnunity Learning Center (CLC) In West Java”*, Proceedings of ADVED 2019 - 5th International Conference on Advance in Education and Social Science 21-23 October 2019-Istanbul, Turkey, p. 2.

The term competitiveness is highly used in the economic field, especially at the micro level. There are four definitions of competitiveness that are often found in the economic field. First, competitiveness is the strength, ability and ability to compete. Second, competitiveness is the ability to do something in order to seize the market. Third, competitiveness is the ability of a company to control, improve and maintain a market position. Fourth, competitiveness is the ability of a company to overcome changes and market competition in increasing and maintaining profits, market share, and/or business size (scale of business).

Competitiveness is identified with excellence. This is because an agency that is able to compete is even able to win the competition because they have advantages. Competitiveness is also identified with the productivity of human resources. Productive Human Resources can produce the expected level of output in accordance with predetermined specifications and customer needs. There are at least four capabilities contained in competitiveness. First, the ability to strengthen market position. Second, the ability to connect with the environment. Third, the ability to continuously improve performance. Fourth, the ability to enforce a favorable position.⁴⁵

b. Technique of Competitiveness

Techniques carried out by an institution include:

1) Analyzing matters of competition between institutions

In this step, the institution conducts a study on the continuity of competition between institutions and identifies things that are competed between institutions. The results of the study and identification are used as material to determine what is the most competitive among institutions.⁴⁶

2) Perform a SWOT analysis

In the SWOT analysis, an internal analysis and an external analysis of the institution are carried out. Internal analysis is carried out to obtain a description of the strengths and

⁴⁵ Novan Ardy Wiyani, *Konsep Manajemen Paud Berdaya Saing*, p. 20.

⁴⁶ Novan Ardy Wiyani, *Konsep Manajemen Paud Berdaya Saing*, p. 56.

weaknesses possessed. External analysis is carried out to obtain an overview of the opportunities and challenges faced. SWOT analysis provides an overview of the strengths and weaknesses of the institution, so it is very helpful in formulating strategies that will be used by the institution.⁴⁷

3) Mapping People's Wants And Needs

Every parent has desires related to the growth and development of their child and hopes that the Community Learning Center institution is able to realize these desires by holding a good Community Learning Center service. The wishes of the community need to be heeded, because it will be very good if education is adjusted to the wishes of the community. Basically education is an activity to meet the needs of the community.⁴⁸

4) Design and implement program activities

CLC activity programs are designed to achieve the graduate profile and goals in providing Community Learning Center services. The program designed must be in accordance with the vision and mission of the institution and the leaders who led at that time. The programs carried out are programs that have been planned for both the long and short term.

5) Prepare SOP for Activity Program

Standard Operating Procedure (SOP) is used to provide the same operational actions taken by each member of an organization. Every activity program in an institution must have an SOP. That is why a program of activity SOPs must be prepared, both for activities in the long and short term. The purpose of preparing SOPs is to obtain a description of the steps that must be taken by each party involved in implementing a program.⁴⁹

⁴⁷ Gawik Setiawan dkk, *Analisis Efektivitas Pemasaran P Pusat Kegiatan Belajar Masyarakat Masa Depan Cerah Bandung Menggunakan Analisis SWOT*, AKSELERASI: Jurnal Ilmiah Nasional Vol. 2 No. 1, 2020, p. 60.

⁴⁸ Novan Ardy Wiyani, *Konsep Manajemen Paud Berdaya Saing*, p. 21.

⁴⁹ Novan Ardy Wiyani, *Konsep Manajemen Paud Berdaya Saing*, p. 58.

6) Carry out the Activity Program in accordance with the SOP

The program of activities carried out to achieve the indicators of the success of the program. If all of these indicators are met, it will produce students who have a graduate profile of a community learning center institution that has been determined and desired. Implementation according to the SOP must be measured with various kinds of assessments so that it can be seen to what extent the work program will run according to the SOP.⁵⁰

4. Learning Qur'an Centers

The Community Learning Center as a non-formal educational institution can be a place to learn and memorize the Qur'an, because in it the content of general subjects is not too much and more learning on the curriculum of memorizing the Qur'an, besides that it will focus more on memorizing, the target for memorizing is better.⁵¹ expected by the institution will also be achieved if the memorization program is made the main program compared to side programs such as in formal educational institutions. As a center for learning the Qur'an, of course, the Community Learning Center becomes a place to learn and teach the Qur'an, as the hadith of Rasulullah Muhammad SAW stated:

عَنْ عَثْمَانَ بْنِ مَعُودٍ رَضِيَ اللَّهُ عَنْهُ - عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ - قَالَ

خَيْرُكُمْ مَنْ تَعَلَّمَ الْقُرْآنَ وَعَلَّمَهُ

IAIN PURWOKERTO

الْقُرْآنَ

أَوْ عَلَّمَهُ

الْقُرْآنَ

(رواه البخاري)

"From Usman radhiallahu anhu from the Prophet Sallallahu 'alaihi wa sallam he said: "The best person among you is the one who learns the Qur'an and teaches it." (Hadith by Al-Bukhari no. 4639).

As mentioned in the hadith above, that as a learning center for the Qur'an Community Learning Center can make this educational institution a

⁵⁰ Novan Ardy Wiyani, *Konsep Manajemen Paud Berdaya Saing*, p. 58.

⁵¹ Sumarto, *Bayt Al Qur'an Al Akbar Home of the World Qur'an Learning Center; Palembang, a Religious City, Builds Religious Moderation People*, (International Journal of Southeast Asia - Vol. 2. Number. 1 January – June 2021), p. 20.

superior non-formal education center accompanied by the competence of the Qur'an possessed by students who have graduated.

5. Competitive Management of Community Learning Center

The Community Learning Center (CLC) in the Competitive Society is an institution that has certain advantages. These various advantages make this institution different from other institutions. An institution is also competitive because it has educators who are productive and able to provide excellent services for the community. Based on the description above, the management of a competitive community Learning Center can be interpreted as a systemic and systematic activity carried out by the head of the institution to improve the performance of CLC educators in providing services through various superior activity programs that are in accordance with standards and in accordance with the needs of the community so that their position as an institution education cannot be replaced by other similar institutions.⁵²

B. Literature Review

1. Equality of Education Performance As One Type of Non-Formal Education.

This journal written by Ida Kintamani Dewi Hermawan, analyzes equality education goals, equality education profile, and equality education performance. The method used is a documentary study using three publications, namely the Profile of Education in Equality in Facts and Figures, the Statistics on Nonformal Education, and the profile of Nonformal Education. The difference with the research thesis is if this journal discusses the performance of one non-formal education, while the research thesis is the competitiveness of non-formal education in society.⁵³

2. The success of the Tahfidz Al-Quran Program Pursuing Package B

⁵² Novan Ardi Wiyani, *Konsep Manajemen PAUD Berdaya Saing*, (Jurnal Pendidikan Anak Usia Dini, 2018), Vol. 3, Numb. 1., p. 28.

⁵³ Ida Kintamani Dewi Hermawan, *The Performance Of Equality Education As A Type Of Non Formal Education*. Journal Education and Cultural: 2012, Vol. 18, Numb. 1.

Darul Quran Al-Karim Baturraden Banyumas T.A 2018-2019.

Journal entitled The success of the Tahfidz al-Quran Program in the Pursuit of B Daqu al-Karim Baturraden Banyumas Package 30 *tahfizh* program written by Safrudin Aziz in the pursuit of the Package B Darul Qur'an Al-Karim as the only superior program in Banyumas Regency. The difference with the researcher's thesis is the aspect under study, if this research discusses the success of the tahfidz program in pursuing package B, then the researcher's thesis discusses the competitiveness of Community Learning Center (CLC) in society with another instituion.⁵⁴

3. Evaluation of Marketing Management of Non-formal Education Services for Community Learning Activity Centers.

The journal written by Handayani, Budi & Bambang Ismanto. entitled Marketing Management Evaluation of Non-formal Education Services Center for Community Learning Activities aims to evaluate the achievement of marketing objectives for non-formal education services in the Community Learning Center (CLC) for the City of Salatiga. This study uses an objective-oriented evaluation model and results that marketing management of educational services has been carried out by all Community Learning Center (CLC) managers with a mix marketing.⁵⁵

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⁵⁴ Safrudin Aziz, *Keberhasilan Program Tahfidz Al-Qur'an Kejar Paket B Darul Qur'an Al-Karim Baturraden Banyumas T.A 2018-2019*, Jurnal Pendidikan Islam, Vol 14, No. 2, hal. 2.

⁵⁵ Handayani, Budi & Bambang Ismanto. 2020. *-Evaluasi Manajemen Jasa Pendidikan Non Formal Pusat Kegiatan Belajar Masyarakat*. Jural Manajemen dan Supervisi Pendidikan, Vol. 4, No. 2.



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CHAPTER III

RESEARCH METHOD

A. Type of Research

This chapter explores the educational context of research. It establishes a significant paradigm through which to examine research practice.⁵⁶ This type of research is a qualitative descriptive research. The qualitative method is called the new method, because of its recent popularity, called the postpositivistic method because it is based on the philosophy of postpositivism. This method is also referred to as the artistic method, because the research process is more artistic (less patterned), and is referred to as the interpretive method because the research data is more related to the interpretation of the data found in the field. This research is descriptive qualitative, that is, research that is intended to collect information or data regarding the status of existing symptoms, namely the state of symptoms according to what they were at the time the research was conducted.⁵⁷

Seeing the formulation of the problem proposed, this researcher uses a qualitative approach with phenomenological research methods. Phenomenology is a scientific approach that aims to examine and describe phenomena as they are experienced directly without any process of interpretation.⁵⁸ So in this study, researchers will use the phenomenological method to examine and describe the strategy of the head of the Center for Community Learning Center in developing the competitiveness of institutions in Darul Qur'an Al Karim Baturraden, Banyumas.

B. Research Setting

1. Research Sites

Community Learning Center Activities (CLC) The

⁵⁶ Louis Cohen dkk, *Research Methods*, p. 7.

⁵⁷ Sugiono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, (Bandung: Alfabeta, 2018), p. 6

⁵⁸ Imalia Dewi Asih, *Fenomenologi Husserl: Sebuah Cara "Kembali Ke Fenomena"*, Jurnal Keperawatan Indonesia, Volume 9. No. 2, 2005, Hlm 1.

Equality B program is a non-formal education institution at the Junior High School level under the Education Office and the Ministry of Religion. This school is based on the community, which is located in Karangtengah, Baturraden, Banyumas.

This Community Learning Activity Center (CLC) has advantages that other non-formal educational institutions do not have, because it has the uniqueness of the Tahfidzul Qur'an 30 juz program. In addition to the tahfizh program, another unique feature is the extracurricular development program and the development of the Community Learning Centers program.

2. Research time

The time of the preliminary research was carried out from March to May 2021. Basically, researchers conducted research on certain days that had been agreed upon with the related research subject.

C. Research Object and Subject

1. Research Object

The object of research is something that is the target for research. In this case, the object of research is the Competitive Management of the Community Learning Center, at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas. Especially for special curriculum this is *Tahfizh Qur'an*, deferent with another institution.

2. Research Subject

What is meant by research subjects are goods, people or places that can provide research information. The subjects of this research include:

a. Leader of Community Learning Center

Heri Ardiansyah, S. Pd. As Head of the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas. The Head of the Community Learning Center will know the excellent programs in this Community

Learning Center, so that the standard of competitiveness can be known from the programs owned by the Head of the Community Learning Center.

b. Teacher/Tutor

Research resource person Tri Nurul Indrasari, S. Pd. and Ani Rofiqoh S. Pd. as a Teacher/Tutor in the Community Learning Center who assists students in carrying out the learning process.

c. Student

Nayya Alfiyya Sabila and Dewi Nabila Safira as students who are directly involved in every program at the Community Learning Activity Center.

d. Parents/Guardians of Students

Nung Asmaya, M. Sos and Surtini as parents of students who choose non-formal institutions to send their children to school compared to formal institutions with various considerations of institutional competitiveness.

e. Local communities.

People who live around the Community Learning Center and feel the existence of this institution.

D. Data Collection Techniques

Data collection technique or methods should always be selected because of their ability to best address the research purpose and help answer the research questions. Author use the following methods to collect the research data:⁵⁹

1. Interview

Interview is one of the data collection techniques that is widely used in qualitative descriptive research. Interviews were conducted orally in individual face-to-face meetings. Interview is a technique of extracting data through conversations carried out with a

⁵⁹ George A. Morgan & Robert J. Harmon. M. D, *Data Collection Technique*, Journal of The American Academy of Child & Adolescent Psychiatry, September 2001, Vol. 40, Numb. 8, p. 973.

specific purpose, from two or more parties. The interviewer (interviewer) is the person who asks questions, while the interviewee (interviewee) acts as a resource person who will provide answers to the questions posed.⁶⁰ Interviews are used as a data collection technique by asking questions to informants to be able to find problems to be studied. The interviews that the researchers used were direct and in-depth interviews with a semi-structured system, namely the questions given were only in magnitude.⁶¹

2. Observation

Observation or observation is to explain the situation under study, the activities that occur, the individuals involved in an activity and the relationship between situations, between activities and between individuals. Observation is a technique carried out by researchers by conducting an observation accompanied by notes on the behavior or target object. In the application of this observation technique, the researcher uses the usual type of participant where the researcher goes directly to the field to obtain real and comprehensive information by observing the circumstances and situations as well as activities or activities in the field. observation can be divided into participant observation and non-participant observation.⁶²

In this study using non-participant observation involving several elements. a method of collecting qualitative data which is carried out by making observations that are not too intense with a group of people/cultures/communities and their habits and not too involved in a long time, to gain understanding. In this research, researcher use manual observation and without take any articipant on the process its self.⁶³

3. Documentation

Documentation is one of the sources of data in qualitative

⁶⁰ Sudaryono, Gaguk Margono, dan Wardani Rahayu, *Pengembangan Instrumen Penelitian Pendidikan*, (Yogyakarta: Graha Ilmu, 2013) p 35.

⁶¹ Farida Nugrahani, *Metode Penelitian Kualitatif*, p. 125.

⁶² Jonathan Parke & Mark Griffiths, *Participant and Non-participant Observation in Gambling Environments*, Journal ENQUIRE, Volume 1, Issue 1, June 2008, p. 2.

⁶³ Bambang Setiyadi, *Metodelogi Penelitian untuk Pengajaran Bahasa Asing* (Yogyakarta: Graha Ilmu, 2013), p. 239.

research. This data source has several advantages compared to other data sources. This data source is relatively scientific data and easy to obtain. Unlike other data collection techniques, this data collection tool is not reactive so that the subject cannot hide anything. Documentation can take various forms, can be in the form of photos, diaries, letters, and stories from the community, while formal can be in the form of grades in lessons, report cards, national exam scores, official letters, and official reports.

The data that will be collected by researchers includes data on the state of the Community Learning Center in general, such as profiles, the condition of local residents, and related photos or images.⁶⁴ In this thesis author seek all the types of documentation to help the research. But only written notes and pictures that be the most influencer data information.

E. Data Analysis Techniques

Data analysis is the process of systematically searching and compiling the data obtained from interviews, field notes, and documentation, by analyzing the data into several categories, breaking it down into units, synthesizing it, arranging it into a pattern, choosing which ones are important and what will be studied, and make conclusions so that they are easily understood by themselves and others.⁶⁵

Data analysis was carried out simultaneously with the data collection process. The data obtained by the researcher will be analyzed by descriptive data analysis, with the aim of describing or describing in a systematic, actual, and accurate way about the facts studied.

1. Data Reduction

Data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns and removing unnecessary ones. Thus the data that has been reduced will provide a clearer picture,

⁶⁴ Bambang Setiyadi, *Metodologi Penelitian untuk Pengajaran*, p. 249.

⁶⁵ Sugiono, *Metodologi Penelitian Pendidikan*, p. 335.

and make it easier for researchers to conduct further data collection, and search when needed. Data reduction can be assisted with electronic equipment such as computers, by providing codes on certain aspects.⁶⁶

2. Data Display (Data Presentation)

After the data is reduced, the next step is to display the data. Through the presentation of the data, the data is organized, arranged in a pattern of relationships, so that it will be easier to understand. In presenting data, in addition to narrative text, it is also in the form of graphs, matrices or tables.⁶⁷

3. Drawing/ Verification

The third step in qualitative data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if there is no strong evidence to support the next stage of data collection, but if the conclusions put forward at an early stage are supported by valid and consistent evidence when the research returns to the field collecting data, then the conclusions put forward are credible conclusions.⁶⁸ This writer uses to draw conclusions from the data that has been presented from the results of observations, interviews, and documentation so that conclusions are obtained from research on the Competitiveness of Community Learning Activity Centers at CLC Darul Qur'an Al Karim, Baturraden Banyumas. However, in reality the presentation of result is qualitative research data is mostly found using a narrative text model.⁶⁹

⁶⁶ Sugiono, *Metode Penelitian Pendidikan*, p. 338

⁶⁷ Sugiono, *Metode Penelitian Pendidikan*, p. 341.

⁶⁸ Afrizal, *Metode Penelitian Kualitatif Sebuah Upaya Mendukung Penggunaan Penelitian Kualitatif Dalam Berbagai Disiplin Ilmu*, (Jakarta: Rajagrafindo Persada, 2015), p. 178.

⁶⁹ Sugiyono, *Metode Penelitian Kuantitatif ...*, p. 325.

CHAPTER IV

DATA AND ANALYSIS

A. Data Analysis

In collecting data, it involves many components of the Community Learning center of Darul Qur'an Al Karim, including involving structural organization, students, infrastructure components, curriculum, and other related aspects, are as follow :

1. History

The Community Learning Center is one of the non-formal educational institutions that since it was first established to accept new students, it has implemented a distinctive curriculum that is different from other Community Learning Centers for its students. This Community Learning Center is one of the institutions that is the parent of the Darul Qur'an Al-Karim Baturaden foundation after the existence of Kindergarten. This Community Learning Center is located on Jl. Raya Baturraden West Line, Karangtengah Village RT 03/RW 04, Baturraden District, Banyumas Regency, Central Java Province. Geographically, the construction site is in a strategic area because it is passed by public transportation to Baturraden tourism. This foundation stands on the waqf land of dr. Targhib, S.BS. an area of 2 hectares. The land then developed into 4 hectares.

The first important activity agreed upon by the foundation's management was the construction of a mosque within the Community Learning Center. Finally, a mosque was built with the approval of the community. The mosque is one of the centers of activity at the foundation. The mosque became an important program to start activities. At the joint cost of the donors, namely: Dr. Targhib, S. BS, Mr. Sony Sumarno, Mr. Susilo, Mr. Qomarudin, Mr. Chozzin, Mr. Tarno. Adanaya the donors finally the mosque was able to stand. After the foundation was formed, the inmates planned various activities. Think about establishing a school or educational institution whose activities are systematic.

From a long discussion, a focus management in the field of

education was formed. The management of the foundation in the field of education has the mandate to prepare all matters related to institutional administration. In the field of education driven by Dr. Suwito NS and his friends from UIN Saifuddin Zuhri since December 2014. Before starting and joining the community, the foundation's administrators held a meeting first. Among the meeting participants who attended were Dr. Fauzi, M. Ag, Dr. Suparjo, MA, Safruddin Aziz, M. Pd.I., Dr. Nurkholis, M. Pd., Dr. H. Saefuddin, Muhammad Halim, M. Pd. and of course accompanied by a boarding school caregiver, namely KH. Dr. Sofwan Mabrur, MA.

This Darul Qur'an Community Learning Center is a non-formal educational institution that concentrates its institutions on the Tahfizul Qur'an program as a core lesson in its curriculum and school subjects such as; Aqidah, Worship, Morals, Sirah Nabawiyah, Language as a form of implementation of Al-Qur'an learning and general knowledge such as: Mathematics, Science, Social Sciences. With the implementation of the curriculum, graduates are expected after studying for three years at the Community Learning Center Darul Qur'an Al-Karim, students are expected to have memorized the 30 juz of the Qur'an well and fluently and can be qualified in general subjects, not to be left behind. have soft skills in extracurricular development

This institution was founded after Darul Qur'an Kindergarten. With this institution, students follow the Junior High School curriculum. The material contained in this institution is more and tends to memorize the Qur'an. As for general materials such as: Science, Social Sciences, Mathematics and other general subjects as complementary but included in the mandatory content, this is the competitiveness between this Community Learning Center and other Community Learning Centers.⁷⁰

2. Vision and Mission

- a. The vision of CLC Darul Qur'an Al-Karim, which is to become an "Excellent and Qur'anic institution in the formation of a global-

⁷⁰ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 22nd 2021.

mindful, independent, caring, and noble society at the provincial regional level in 2029".⁷¹

The vision of CLC Darul Quran al-Karim in detail has 4 (four) main aspects that meet the criteria for a good vision:

- 1) Reach : Year 2029.
- 2) Quality of service: Superior and Qurani.
- 3) Student Competencies: Global Insight, Independent, Caring, and Honorable.
- 4) Area : Regional/Provincial Level of Central Java.

b. The missions of CLC Darul Qur'an Al Karim, including:⁷²

- 1) Conducting institutional development activities with a credible, accountable, transparent governance system and referring to the principles of good services governance.
- 2) Organizing and developing quality education, training, and community-based learning service programs.
- 3) Carrying out activities to improve service quality and educational innovation in information technology-based CLC.
- 4) Carry out activities to improve the quality of Human Resources (HR) through education and training.
- 5) Carry out activities to improve the welfare of Community Learning Center's Human Resources (HR) both related to the work environment and income.
- 6) Disseminate and promote moderate Islam that is *rahmatan lil alamin*.

3. Curriculum

The Package B Community Learning Activity Center uses an equal education curriculum. The competency credit unit (SKK) shows the competency weight that must be achieved by students in carrying out learning activities in the form of independent learning, face to face and tutorials. SKK is a unit of competence that is achieved for 1 hour of

⁷¹ Document on Vision and Mission of the Baturraden Community Learning Center for the 2019/2020 academic year.

⁷² Document on Vision and Mission of the Baturraden Community Learning Center for the 2019/2020 academic year.

learning or 2 hours of tutorial, it can be with 3 hours of independent study. One learning hour in question is 45 minutes.

In developing the curriculum, the Community Learning Center in Package B developed the curriculum for primary and secondary education with an additional curriculum from the Darul Qur'an al-Karim Foundation. Educational Structure This school consists of subjects, general subject groups, special groups, subjects related to foundations. The general and special lesson groups are subjects contained in Permendikbud Number 21 of 2016, then the foundation curriculum is the curriculum created by the Darul Qur'an Al Karim foundation. Special, general and foundation subjects are mandatory for every student at the Darul Qur'an Al Karim Teaching and Learning Center. Learning is carried out in an integrated thematic or by using an equality education approach, including:⁷³

Table 1.
Group Of Lesson

No	Subject	Trait	Description
1.	Umum	Wajib	Mata pelajaran yang ada sesuai dengan Permendikbud No. 17 Tahun 2016 meliputi: Pendidikan Agama dan Budi Pekerti, PPKn, Bahasa Indonesia, Matematika, IPA, IPS, Bahasa Inggris.
2.	Khusus	Pilihan Wajib	Pengembangan kecakapan, ketrampilan, okupasional, vokasional, sikap, dan kepribadian profesional dan jiwa wirausaha. Contoh : Ekstrakurikuler kewirausahaan yang akan mengasah kemampuan peserta didik.
3.	Yayasan	Wajib	Tahsin dan <i>Tahfizul al-Quran</i> , praktik ibadah, dan Bahasa Arab.

⁷³Curriculum and Accreditation Documents for the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas, 2019/2020 academic year.

Table 2.
Structur Of Curriculum

Mapel/Kelompok Mapel		Bobot SKK			
		Tingkat/Kelas			
Kelompok Utama (Kekhasan Yayasan)		Tingkat 3		Tingkat 4	Jml
		I	II	II	
1.	Tahsin dan Tahfidz	8,5	8,5	8,5	25,5
2.	Praktik Ibadah	2	2	2	6
3.	Bahasa Arab	2	2	2	6
Kelompok Umum (PP No. 17/2016)*					
1.	Pendidikan Agama dan BP	3	3	3	9
2.	PPKn	3	3	3	9
3.	Bahasa Indonesia	5	5	5	15
4.	Bahasa Inggris	4	4	4	12
5.	Matematika	5	5	5	15
6.	IPA	5	5	5	15
7.	IPS	3	3	3	9
Kelompok Khusus					
1.	Pemberdayaan	2	2	2	6
2.	Keterampilan	2	2	2	6
	JUMLAH	44,5	44,5	44,5	133,5

Table 3.
Academic Calender

No	Kegiatan	Alokasi Waktu	Keterangan
1.	Minggu efektif belajar	Minimum 34 minggu dan maksimum 38 minggu	Digunakan untuk kegiatan pembelajaran efektif pada setiap satuan pendidikan
2.	Jeda tengah semester	Maksimum 2 minggu	Satu minggu setiap semester
3.	Jeda antar semester	Maksimum 2 minggu	Antara semester I dan II
4.	Libur akhir tahun pelajaran	Maksimum 3 minggu	Digunakan untuk penyiapan kegiatan dan administrasi akhir dan awal tahun pelajaran
5.	Hari libur keagamaan	2 – 4 minggu	Daerah khusus yang memerlukan libur keagamaan lebih panjang dapat mengaturnya sendiri tanpa mengurangi jumlah minggu efektif belajar dan waktu pembelajaran efektif
6.	Hari libur umum/nasional	Maksimum 2 minggu	Disesuaikan dengan peraturan pemerintah

7.	Hari libur khusus	Maksimum 1 minggu	Untuk satuan pendidikan sesuai dengan cirri kekhususan masing – masing
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4. Learning Methods

The learning carried out by the Community Learning Activity Center (CLC) Darul Qur'an Al Karim, there are several learning models carried out, namely: private lesson model, independent, classical and games, using Ice breaking media, motivation, the material used is taken from the book. Student Learning (LKS). The private model is also known as individual learning in the language of the pesantren, also called sorogan or deposit. Each student learns individually (private) in question is learning that is carried out by Ustaz with one of the students directly. Learning that exists because all students are of the same age, then learning can be equated, the learning that takes place at the Community Learning Activity Center has two special contents and must be followed, namely Tahfizul Qur'an subjects and general subjects equivalent to Junior High School.

Lessons that are only available at the Darul Qur'an Al Karim Baturraden Banyumas Community Learning Center include:

- a. Aqidah (3x a week)
- b. Worship (knowledge and practice) can be held 3x a week
- c. Reading patterns (tajwid) are done 3 times a week
- d. *Sirah nabawiyah* (implemented 3x a week)
- e. *Tahsin qiraah* (improvement of reading) Al-Qur'an
- f. *Talaqqi* (students imitate the teacher's reading)
- g. Memorization deposit
- h. *Muraja'ah* (repeating rote)

On Monday to Thursday, then students will learn general subjects, these subjects are the same as junior high school students, the age of students who are the same age makes learning more conducive, this learning process is usually done with the play method and motivation to seek knowledge, although it only lasts two days and education is non-formal, these subjects include:

- a. Islamic education

- b. Mathematics
- c. Indonesian
- d. Social Sciences
- e. Natural Sciences
- f. English
- g. Java Language (Local Content)
- h. Physical education

In the implementation of education at the Community Learning Activity Center (CLC) there are also special subjects, these subjects are mandatory optional which are held at the Darul Qur'an Al Karim Community Learning Activity Center (CLC), Baturraden Banyumas, usually held as extracurricular days Sunday and is optional.

5. Teacher and Staff

The teaching staff at the Mustawa Awal Darul Qur'an Al Karim Baturraden Community Learning Activity Center (CLC) have 9 Qur'an teachers and 7 general maple teachers including (Islamic Religion Teachers, Mathematics Teachers, Indonesian Language Teachers, Social Studies Teachers, Science Teachers, Physical Education). All Teacher work together so that they are able to complete and make the Baturraden Community Learning Activity Center (CLC), Banyumas a good place to study.

Table 4.
List of Teacher

No	Nama	Mata Pelajaran Yang Diampu
1.	Hisyam Ainulsofwa, S.Pd.	Tahfidz al-Qur'an
2.	Isna Fina Zulfatun	Tahfidz al-Qur'an
3.	Saifudin Zuhri	Tahfidz al-Qur'an
4.	Mohammad Fikri Nur Aulia	Tahfidz al-Qur'an
5.	Mukhammad Rifa'i Nur Wijaya	Tahfidz al-Qur'an
6.	Anisul Animah	Tahfidz al-Qur'an
7.	Zaid Muzahid	Tahfidz al-Qur'an
8.	Muwapik Ali	Tahfidz al-Qur'an
9.	Ani Rofiqoh, S.Pd.	Matematika
10.	Heri Ardiansyah, S.Pd.	PAI
11.	Eka W, S.Pd.	Bhs. Inggris

12.	Pawestry Nur Rahajeng, S.Pd.	IPA
13.	Rose Inova Hakim Wijaya, S.S.	Bhs. Indonesia
14.	Tri Nurul Indrasari, S.Pd.	IPS & PKN
15.	Singgih Mualim, S.H.	Kepala Sekolah
16.	Alfiyan Faiz Nur, S.E.	Sarpras
17.	Luis Yumarini	Kebersihan
18.	Muhammad Aqib Hamadi, S.E.Sy.	Administrasi
19.	Sri Wahyuni, S.E.	Keuangan

To carry out administrative management assisted by Education Personnel as administrative and financial administration officers. Educational staff do not only serve as administrative employees but also assist in any activities that support the educational process:

Table 5.
List of Staff

No	Nama	Jabatan
1.	Feranita Adhar Ramadhani, S.E.	Administrasi
2.	Muhammad Aqib Hamadi, S.E.Sy.	Administrasi
3.	Sri Wahyuni, S.E.	Keuangan
4.	Alfiyan Faiz Nur, S.E.	Keuangan

5. Students

Community learning center students come from various regions in Central Java and outside Central Java, this makes the Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas come from various backgrounds. The total number of students in the Community Learning Center is 75 people, with the following details:

- a. Total Student

Table 6.
Total Student 2019/2020 Academic Year

Kelas						Jumlah
IX Pa	IX Pi	VIII Pa	VIII Pi	VII Pa	VII Pi	
11	12	12	11	20	9	75

b. Achievement of Student

In the course of this institution, which is only three years old, it has made achievements, including:

- 1) 1st Winner of Banyumas Recitation Competition
- 2) 2nd place in the Tahfidz Al Qur'an Competition to Central Java Province
- 3) Calligraphy Competition

In various competitions the Community Learning Center (CLC) also won various activities, including:

-Pada saat itu kami menjuarai sampai Provinsi dan bersaing dengan lembaga-lembaga formal, akan tetapi saat ini kami tidak diundang lagi untuk mengikuti lomba karena kami merupakan lembaga yang bersifat non-formal, sampai saat ini belum ada perlombaan lagi sejenis yang setingkat dengan pendidikan kesetaraan.¶

In the statement above, it is stated that the achievements that have been achieved by Community Learning Center students are achievements that are not inferior to non-formal education. This Community Learning Center has also competed in the Central Java Province along with other formal schools, and the Community Learning Center won 3rd place.

IAIN PURWOKERTO

c. Interest and Talent

In addition to the existing regular programs, namely the tahfidz program and general subject programs, there are other programs that can develop soft skills which will later be possessed by students, including:

- 1) Pencak silat
- 2) Hydroponic Skills
- 3) Biophlog Training (Catfish)
- 4) Make Calligraphy
- 5) Speech 3 Languages
- 6) Hadroh

7. Organizational Structure

To achieve the goals that have been set, the foundation and also the Center for Community Learning Activities (CLC) have developed a work system in the form of an organization to help each other, need, and also complement each other. The organizational structure of the Community Learning Activity Center (CLC) is as follows:

Table 7.
Structure Organization

NO	POSITION	NAME
1	Kepala Sekolah	Heri Ardiansyah, S.Pd.
2	Kurikulum	Misbahus Surur, S.Pd.
3	Staf Bidang Tata Usaha	Muhammad Aqib Hamadi, S.E.Sy.
4	Staf Bidang Keuangan	Sri Wahyuni, S.E.
		Awaludin, S.E.
5	Staf Bidang Kebersihan	Luis yumarini
6	Wali kelas 1	Rose Inova Hakim Wijaya, S.S.
7	Wali Kelas 2	Ani Rofiqoh, S.Pd.
8	Wali Kelas 3	Misbahus Surur, S.Pd.
9	Guru Matematika	Anir Rofiqoh, S.Pd.
10	Guru IPA	Novita Dewi Winarni, S.Pd.
11	Guru IPS dan PKn	Misbahus Surur, S.Pd.
12	Guru Bahasa Inggris	Isnaini Rizqi Romadhani, S.Pd.Gr.
13	Guru PAI	Fitri Ainun jariyah, S.Pd.
14	Guru Bahasa Indonesia	Rose Inova Hakim Wijaya, S.S.
15	Guru Tahfidz	Bani Badarurochman, S.Ag.
16	Guru Tahfidz	Hisyam Ainulsofwa, S.Pd.
17	Guru Tahfidz	Isna Fina Zulfatun
18	Guru Tahfidz	Lina Atiqoh
19	Guru Tahfidz	Saifudin Zuhri
20	Guru Tahfidz	Sarifah, S.Pd.
21	Guru Tahfidz	Singgih Mualim
22	Guru Tahfidz	Taupiq Hidayat, S.Pd.I.

8. Facilities and Infrastructure

Facilities are equipment that is used directly in the educational process and its existence cannot be replaced. So, if the equipment is not available, the learning process will not be carried out properly. Meanwhile, infrastructure is equipment that is indirectly used in the learning process and its existence can be replaced according to need.

List of Community Facilities and Infrastructure for Darul Qur'an Al Karim, Baturraden, Banyumas :

Table 8.
List of Facilities and Infrastructure

No	Name of Facilities	lengthy (m)	wide (m)	Total of Class	Large of Room (m ²)
1.	Gedung pembelajaran	31	9	1	279 m ²
2.	Ruang pembelajaran lt. I	9	9	3	81 m ²
3.	Ruang Pembelajaran lt. II	14	9	2	126 m ²
4.	Gudang lt. II	3	2	1	6m2
5.	Aula pertemuan	8	8	1	81 m ²
6.	Saung pembelajaran I	5	5	1	3,5 m ²
7.	Saung pembelajarann II	4	4	1	20 m ²
8.	Saung pembelajaran III	6	4	1	16 m ²
9.	Saung pembelajaran IV	2	1.5	1	28 m ²
10.	Ruang perpustakaan	7	3	1	21 m ²
11.	Ruang pendidik dan tenaga pendidikan	5	4	1	20 m ²
12.	Kantin	3	3	1	4.5 m ²
13.	Dapur	6	4	1	12 m ²
14.	WC kelas	1.5	1.5	4	9 m ²
15.	Kamar mandi/WC Putra	5	5	1	25 m ²
16.	Kamar mandi/WC putri	5	5	1	25 m ²
17.	Tempat ibadah	12	10	1	180 m ²
18.	Asrama Putri Kelas I	8	6	1	48 m ²
19.	Asrama Kelas II	7	6	1	42 m ²
20.	Asrama Kelas III	7	6	1	42 m ²
21.	Asrama Putra Kelas I	14	7	1	98 m ²
22.	Asrama Putra Kelas II	14	7	1	98 m ²
23.	Asrama Putra Kelas III	9	6	1	54 m ²
24.	Kolam Bioflok	20	6	1	120 m ²
25.	Lapangan	18	10	1	180 m ²

B. Data Analysis

1. Implementation of Competitive Management's Darul Qur'an Al Karim Community Learning Center

a. Planning

Planning is a way of making achievement plans (targets) and activity plans (programs and budgets) in accordance with the directions (vision, mission, goals) and strategies that have been set

by the organization. The plan will direct the organization's goals and seek to establish the best procedures for achieving them. These procedures can be in the form of setting resources and determining how to achieve goals so that they are effective and efficient.⁷⁴ Plans have a very important role for the organization because plans function as a trajectory in taking a journey, both long and short, including:

1) Explaining and detailing the Goals to be Achieved

The basis for implementing superior programs at the Community Activity Center has many reasons, namely as stated by the principal of the school, Ustaz Heri Ardiyanzah, S.Pd.

-Setiap Lembaga pasti memiliki keunggulan masing-masing. Sebuah Sekolah apalagi di lingkungan pesantren pasti tidak lepas dengan keagamaan, salah satunya adalah kalam Allah atau kitabullah, nyaitu Al- Qur'an. Oleh karena itu kewajiban kita dan yayasan dalam menyelenggara ini bertujuan membangun generasi Qur'ani dan unggul.⁷⁵

In the statement submitted by usatdz Heri above, it was stated that each passive institution has its own advantages, and Darul Qur'an Al Karim Community has advantages in the *Tahfizh* program. While the expected targets as a result of the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas are:

- a) Students who have graduated from school have been able to memorize chapters 1-30 properly and correctly.
- b) In order to provide motivation, foster and guide students to like or love memorizing the Qur'an and practicing it in everyday life.
- c) It is hoped that the alumni will be able to become prayer priests in the community properly.

⁷⁴ Rachmat, *Manajemen Strategik*, (Bandung: Redaksi Pustaka Setia, 2014), p. 59

⁷⁵ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al

2) Establishing the Program that Must Be Done to Reach the Goal

The program is an inseparable part of an institution, the thing that distinguishes one institution from another is the existing program. The program that is in between is the Tahfidzul Qur'an Program which is held every Monday-Thursday, taking into account the number of students who are not too many. In addition to the tahfidz program, it also organizes general subject programs equivalent to junior high school education and Sunday extracurricular activities that support the Soft Skills of the Children's Center for Community Learning Activities (CLC).

-Kalau *Mustawa Awwal* peserta didik kita batasi yakni hanya 15 putra dan 15 putri tidak lebih dari 30, karena kita lebih memperhatikan kualitas bukan kuantitas, dan kelas tahfidz tidak bisa banyak. Senin-kamis Tahfidz dan Jum'at-sabtu untuk mata pelajaran Umum.⁷⁶

In a statement by the Head of the Community Learning Center, not many students were accepted, only 30 people with the aim of maximizing the memorization program so that it is more effective and efficient in learning.

3) Organizations Obtain Resource Standards According to the Main Tasks of the Assigned Functions

Organizational standardization is determined by the head of the agency which will be carried out by all parties in the Community Learning Activity Center (CLC). This standard is addressed to educators, education staff, students and structural administrators of foundations that manage Community Learning Activity Centers. These standards can be taken from government regulations or the authority of the foundation that provides the standards. The standard of achievement of the program can be seen from the strategic plan for one semester or for one year. As stated by the Head of the Community Learning Center, regarding *Tahfizh's* learning materials, they are:

-Materi pembelajaran *Tahfizul Qur'an* untuk kelas VII

⁷⁶ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 26th 2021.

(tujuh) sampai kelas IX (Sembilan adalah juz satu sampai juz 30 dan disampaikan secara bertahap dan berangsur-angsur ayat demi ayat, surat demi surat sampai juz demi juz).⁷⁷

The statement above states that learning at the Darul Qur'an Al Karim Community Learning Center, in *Tahfizh* learning is gradual, starting from per verse, per surah, and per juz, so that students can adjust well. In addition to the community, the involvement of another element is educators.

b. Organizing

In organizing there is a job description division as evidenced by the organizational structure, in addition to the organizational structure, organizing is setting neatly and using resources by assigning and coordinating and establishing relationships between elements in the organization, and dividing organizational tasks to them according to their abilities, thus enabling organizational members will cooperate effectively in achieving organizational goals.⁷⁸

In Organizing, there is an organizational scheme that provides an explanation of the stated reporting relationship and shows to whom a position or individual group is responsible, grouping according to function, indicating a certain position in the organization. Every element is influential in organizing, from the community, CLC Partners, educators, students and the education office.⁷⁹ All elements are involved in the learning process, as said by one of the Community Learning Center administrators, Heri Ardiansyah, S. Pd. including:

-Dalam hal ini, peran masyarakat sekitar antara lain penjagaan, CLC itu kan tidak punya pagar ataupun gerbang yang tinggi, dan kebanyakan anak CLC adalah warga sekitar. Masyarakat menjaga 24 jam, mereka membimbing anak-anak, apalagi kalau ada yang kabur atau ada pergaulan antara santriwan dan santriwati, maka masyarakat yang akan menegur dan mengawasi secara langsung. Disisi lain, anak-anak juga sering diundang untuk menghadiri semakan AL Qur'an di malam jum'at atau dipanggil untuk mengisi hadroh

⁷⁷ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 26th 2021.

⁷⁸ Imam Gunawan & Djum Djum Noor Benty, *Manajemen Pendidikan*, p. 57.

⁷⁹ Cipi Safrudin Abdul Jabar, *Manajemen Pendidikan*, (Yogyakarta: UNY Press, 2016), p. 27.

dalam acara tertentu.⁸⁰

In the explanation above, it is stated that parties other than the Community Learning Center are also directly involved in the learning process, starting from the community, educators and education staff, Community Learning Center administrators, and other elements. Teacher are tasked with being surrogate parents for children. Teacher are divided into three, First as educators in the *Tahfidz Qur'an* program, they will teach from Monday to Thursday with the qualification of memorizing the Qur'an 30 juz. Second, teachers of general subjects teach on Fridays and Saturdays. Third, teaching additional or extracurricular. In the open recruitment, teachers also pay attention to the qualifications of all teachers who will teach as stated by Heri Ardiansyah, S. Pd:

-Kualifikasi pendidik Tahfidz Paket B harus bisa hafal Al Qur'an 30 Juz dan bisa stay di CLC Darul Qur'an Al Karim. Untuk mata pelajaran Umum kita *open recruitmen* dengan berbagai tes BTA, IPK minimal 3,0 dan bisa datang pada hari Jum'at dan Sabtu. Selain itu kterdapat juga kualifikasi untuk pelatih atau pengajar ekstrakurikuler yakni ahli dibidang itu, misal ahli bidang hidroponik atau ternak lele, nah ini kita untuk sayur-sayur juga sudah masuk ke Rita Supermal dan beberapa pasar yang lain.⁸¹

In this qualification, all teachers are required to memorize the Qur'an for Tahfizh teachers and are obliged to master all the skills needed in teaching according to their respective competencies, both general subjects and extracurricular tutors in it. In addition to educators, the role of CLC partners is also a good relationship for the Darul Qur'an Al Karim Community Learning Activity Center (CLC), Baturraden, Banyumas, including AMIKOM, Mugi Lestari Community Learning Center, Islamic State University Saifuddin Zuhri Purwokerto. In addition to partners, RKWK, Regency Government of Pasir and the government through related agencies is also very

⁸⁰ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 26th.2021

⁸¹ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 26th.2021

supportive with the issuance of the Banyumas Regency Office Decree number: 421.9 / 711 / 2017.⁸²

In addition, the role of parents is also an inseparable part of the management of the Community Learning Activity Center (CLC). Parents have a role that is carried out remotely, in addition to monitoring children, parents also have the responsibility to provide financing, and best wishes for the Their Child.

c. Actuating

In the implementation phase of the Management of the Competitive Community Learning Activity Center (CLC) in Baturraden, Banyumas, researchers will describe the implementation activities. The learning program in Kejar Package B Darul Qur'an al-Karim Karangtengah Baturraden Banyumas consists of three contents, namely learning based on the national curriculum, learning local content, and learning tahfidzul Qur'an, a special program that is planned in an independent curriculum. The national curriculum-based learning program consists of learning content: mathematics, science, social studies, Indonesian, English, PAI, Mathematics, PKN, Physical Education.

The local content curriculum-based learning program consists of Javanese and calligraphy. While the Tahfidz al-Qur'an learning program contains memorizing 30 juz of the Qur'an. The content of the Pursuit of Darul Qur'an al-Karim Package B lessons as arranged in the table as follows:⁸³

Table 9.
Material of Lesson Darul Qur'an
Al Karim Community Learning Center

Numb.	Curriculum	Subject	Category
1.	KTSP	Bahasa Indonesia	Wajib
		Bahasa Inggris	Wajib
		Matematika	Wajib
		IPA	Wajib
		IPS	Wajib
		PPKN	Wajib

⁸² Safrudin Aziz, *Keberhasilan Program Tahfidz Al Qur'an Kejar Paket B Darul Qur'an Al Karim Baturraden, Banyumas*, Tadrīs: Jurnal Pendidikan Islam, Vol. 14., No. 2, p. 162.

⁸³ Document of Monitoring and Evaluation Report for Pursuit Learning Package B Darul Qur'an Al Karim, Baturraden, Banyumas 2016/2017.

		PAI	Wajib
		PJOK	Wajib
2.	Muatan Lokal	Bahasa Jawa	Wajib
		Seni Kaligrafi	Wajib
	Khusus/Khas	Tahfiz Al Qur'an	Wajib

The implementation of the learning process in Pursuing Package B Darul Qur'an al-Karim Karangtengah Baturraden Banyumas is carried out through several stages as follows:

1) Learning Implementation

- a) The implementation of tahfidz al-Qur'an learning is technically carried out in the morning starting at 7 a.m-12 a.m. This learning process is individually memorizing according to the duties of each teacher. After students memorize the next stage, they deposit their memorization to friends with cross-deposits. In the final stage, students deposit the memorization of the Qur'an to the teacher.

The memorization that must be submitted to the teacher is at least one page. This memorization lasts for 3 years, until students memorize 30 juz fluently. If students cannot meet the target, there are consequences that must be carried out by students and educators. As is the case in the statement:

-Nah ini ada yang menarik, apabila pendidik tahfidz khususnya tidak mencapai target, maka guru tahfidznya wajib mencapai target dengan mabit, yakni bemalam di masjid bersama dengan anak didiknya untuk mengejar target setoran. Makannya kalau tidak mau mabit ya harus selesai setorannya, minimal sehari satu halaman.⁸⁴

In the statement above, it is interesting that in the program in this Community Learning Center besides the Tahfizh program, there is a program regarding a unique evaluation, namely if the teacher does not meet the target of his students to memorize a number of pages, the teacher will spend the night and memorize his shortcomings.

⁸⁴ Interview with Heri Ardiansyah, as Lead of Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas, interview on March, 28th.2021

- b) The learning process for the national curriculum and local content is carried out at 7 a.m-2.30 p.m every Friday and Saturday. This learning process is carried out by tutors in accordance with their respective areas of competence. The implementation of learning activities using strategic active learning by taking into account the existing learning media. The strategy that is usually done is Watching Movies, Stories, Motivation. According to Ani Rofiqoh, S. Pd. as a teacher, the strategy that is usually done is Watching Movies, Stories, Motivation.

-Ketika proses pembelajaran sedang dilaksanakan, biasanya guru mapel menyiapkan perangkat seperti RPP, Program Tahunan (Prota), Program Semester (Promes), Analisis Dokumen dan kalender Akademik, Media Pembelajaran dan Soal-soal.⁸⁵

In the statement above, it is stated that before doing the lesson, all teachers will carry out the pre-learning process and arrange all learning instruments.

- c) The extracurricular learning process outside the typical foundation subjects and general subjects is also not ruled out, because the learning process is so important as a supporter of students' soft skills.

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2) Learning Resources

In the implementation of learning, of course, requires learning resources. In this case, the learning resources are primary and secondary learning sources originating from the education office using equivalence standards. The primary learning source for the Community Learning Activity Center is the tahfidz Qur'an flagship program, which uses the Qur'an. Then other learning resources can use LKS and package books, apart from books, another source of learning is the internet.

-Kita menggunakan LKS, nah ketika online pada saat itu

⁸⁵ Interviews with Ani Rofiqoh, S. Pd. as Teacher of Community Learning Center Darul Qur'an AL Karim, Baturraden, Banyumas, March, 22th.2021

metodenya daring dan menggunakan E-Book, kemudian menggunakan panduan pendidikan Kesetaraan Community Learning Center Kabupaten sampai Provinsi.⁸⁶

In carrying out the learning and teaching process, teachers can use other sources such as E-books, and Community Learning Center guidelines.

d. Controlling

Supervision of education cannot be separated from the supervision process. Etymologically supervision comes from English, to supervise means to supervise. First, this supervision is in two forms of evaluation which include aspects of the quality of reading and memorization of each tahfidz teacher and evaluation of the teacher on general Lesson.⁸⁷ The results of the evaluation showed that 82% of students from the 2019/2020 class were able to master memorizing the Qur'an for less than 2.5 years. However, something unique is that at the end of each semester, children are asked to make a deposit to their parents.

-Setiap naik juz, anak selalu diuji terlebih dahulu, dia tidak boleh naik juz apabila belum benar-benar betul dalam juz sebelumnya. Ada yang unik dari sistem setoran hafalan di lembaga kita. Jadi nanti wali santri menyimak hafalan anaknya, inilah kontrol orangtua yang dilakukan setiap sebulan sekali ketika wali siswa menjenguk siswa. Kemudian pada akhir semester ada kegiatan Tasmih Akbar pada saat pengambilan raport.⁸⁸

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In the statement above it is stated that all students who have memorized the Qur'an will be tested in front of their parents by memorizing any letters that are memorized by students and showing them to their parents, or in this case, this evaluation in front of their parents. While general subjects use evaluations in the form of Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS), in addition to these two assessments, there are also daily assessments for students.

⁸⁶Donni Juni Priansa & Sonny Suntani Setiana, *Manajemen & Supervisi Pendidikan*, (Bandung: Pustaka Setia, 2017), p. 130.

⁸⁷Donni Juni Priansa & Sonny Suntani Setiana, *Manajemen & Supervisi*, p. 137

⁸⁸ Interview with Nung Asmaya, M. Sos.as Parent one of student Community Learning Center, on March, 26th2021.

-Ujian buat pembelajaran *Tahfizul Qur'an* maupun mata pelajaran umum biasanya ada empat mba yaitu: evaluasi harian, mandiri, evaluasi tengah semester, dan evaluasi akhir semsesterl⁸⁹

As stated, the evaluation will also be seen from various aspects, from daily evaluations to annual evaluations. Second, the *Tahfizh* curriculum is arranged in a boarding school program. This means that *Musyrifah's* control and Musyrif's role as people who will evaluate students' daily activities.⁹⁰

1) Required data

Monitoring and Evaluation activities can be carried out by complying with the instruments in the monev. The data obtained in this monev are as follows:

- a) Curriculum
- b) Curriculum Evaluation Report
- c) Study Schedule
- d) Academic Calendar Document
- e) Syllabus and lesson plans
- f) Teaching Journal Document
- g) Teacher and student attendance documents
- h) Teacher Work Report
- i) Learning Supervision Report
- j) Document Self-Assignment
- k) Middle Test
- l) Final Examination
- m) Learning Evaluation Meeting Document

2) The results achieved

From the process of collecting monev data, several things were found as follows:⁹¹

⁸⁹ Interview with Naya Alfiyya Sabila as student Community Learning Center, on March, 22th.2021

⁹⁰ Safrudin Aziz, *Keberhasilan Program Tahfidz*, p. 167.

⁹¹ Document of Monitoring and Evaluation Report of Pursuit Learning Package B Darul Qur'an Al Karim, Baturraden, Banyumas 2016/2017.

Table 10.
Money Collection Data

Numb.	Tools	Status		Shape
		Exist	Inexist	
1	Kurikulum KTSP	√	-	Dokumen Kurikulum Terotorisasi
2	Kurikulum Tahfidz	√	-	Dokumen Kurikulum Tahfidz Terotorisasi
3	Kurikulum Muatan Lokal	√	-	Dokumen Kurikulum Mulok Terotorisasi
4	Laporan Evaluasi Kurikulum	√	-	Laporan
5	Ketersediaan Kalender Akademik (Kaldik 2016/2017)	√	-	Dokumen Kaldik (2016/2017)
6	Ketersediaan Silabus	√	-	Dokumen Silabus
7	Ketersediaan RPP	√	-	Dokumen RPP
8	Ketersediaan Jadwal Pelajaran	√	-	Dokumen Jadwal
9	Jurnal Mengajar	√	-	Dokumen Jurnal mengajar
10	Laporan Tugas Mandiri	√	-	Laporan/Bukti tugas
12	Ketersediaan Soal UTS / UAS	√	-	Dokumen Soal UTS/UAS
13	Ketersediaan Jawaban UTS/UAS	√	-	Dokumen Hasil Jawaban UTS/UAS
14	Laporan Kinerja Guru	-	√	Laporan
15	Laporan Supervisi Pendidikan	√	-	Laporan
16	Ketersediaan Daftar Hadir Siswa	√	-	Dokumen Absensi siswa
17	Ketersediaan Daftar Hadir Guru	√	-	Dokumen Absensi Guru
18	Ketersediaan Media pembelajaran	√	-	Bentuk fisik media
19	Ketersediaan Bahan Ajar	√	-	Bahan Ajar
20	Ketersediaan alat peraga	√	-	Alat Peraga
21	Dokumen Juknis Mengajar	√	-	Juknis
22	Dokumen SOP	√	-	SOP

	Pembelajaran			
23	Laporan Program Life Skills	√	-	Laporan

The monitoring and evaluation of the implementation of the learning process as carried out by the teacher or tutor includes:⁹²

Table 11.
Evaluation For Teacher

No	Scope of Monev	Status	
		Ever	Never
1	Active Learning Strategis	√	-
2	Outing Class	√	-
3	Guru menemukan, menginventarisir, problem dalam pembelajaran	√	-
4	Guru memberikan solusi terhadap problem dalam pembelajaran	√	-
5	Guru memberikan bimbingan konseling kepada peserta didik	√	-
6	Guru memberikan reward kepada peserta didik berprestasi	√	-
7	Guru memberikan punishment kepada peserta didik	√	-
8	Kepala Sekolah memberikan penghargaan kepada guru berprestasi	√	-
9	Kepala sekolah memberikan punishment kepada guru yang melanggar tata tertib.	√	-

the existing data, it can be analyzed that the evaluation achieved has met the good criteria, based on the results of the supervision carried out, the Management of the Community Learning Center Darul Qur'an Al Karim, Baturraden Banyumas can be said to be successful. This can be seen from the achievement of the design, and proves that the Baturraden Community Learning Center, Banyumas is different from other Community Learning Centers with its distinctive curriculum, namely Tahfidzul Qur'an. This is what makes the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas has competitiveness compared to similar educational institutions and

⁹² Document of Monitoring and Evaluation Report of Pursuit Learning Package B Darul Qur'an Al Karim, Baturraden, Banyumas 2016/2017.

is equivalent to this.

2. Supportive and Disincentive Factors for Competitive Management CLC Darul Qur'an Al Karim

a. Supporting Factors

CLC is a local educational institution outside the formal education system, usually organized and managed by local communities to provide various learning opportunities. The principle of organizing CLC is from, by and for the community. So that community participation is the main key to the existence and sustainability of CLC.⁹³ Implementation of the Management of the Center for Competitive Community Learning Activities, Darul Qur'an AL Karim, Baturraden Banyumas has several supporting and inhibiting factors, including:

- 1) The environment of the Community Learning Center is beautiful and supports teaching and learning activities in a conducive manner. In this implementation, a cool and peaceful environment can support the convenience of children in memorizing the Qur'an. Because memorizing the Qur'an usually requires concentration and focus on reading the memorized Qur'an.

Disini lingkungan Al Qur'an dan didukung terutama oleh Ustad yang hafalan Al Qur'annya sudah tidak diragukan lagi, seperti AL Qur'an berjalan. Untuk guru-guru Al Qur'an wajib juga hafal 30 juz, lingkungan dan iklim yang mendukung nyaman dan asri dan tidak terlalu banyak santrinya, kemudian didukung masyarakat, stakeholder, donatur juga mendukung dengan moril dan materil.⁹⁴

In the statement that, the environment and all elements directly involved can provide support to students. From the statement above, we can see that the environment greatly influences the development or learning atmosphere of the students of Darul Qur'an Al Karim Community Learning

⁹³ Rezka Arina Rahma dkk, *The Role of Community Learning Center (CLC) in Providing Nonformal Education Services Based on Entrepreneurship*, Journal of Nonformal Education Vol. 5, Numb. 2, 2019, p. 109.

⁹⁴ Interview with Nung Asmaya, M. Sos., As parent one of Student Community Learning Center Darul Qur'an Al Karim, Baturraden, Banyumas on June, 22nd 2021.

Center. Because a supportive environment will of course make students more enthusiastic in learning.

- 2) Teachers who have superior qualifications with various criteria, both tahfidz teachers and subject teachers and extracurricular teachers. This qualification aims to form a generation of Al-Qur'an that is ready to be competitive and qualified. Tahfizh teachers who already understand the method of memorizing and teaching it as well as general subject tutors who are experts in their competencies.
- 3) The spirit of parents and students. The memorization process will not be separated from these two elements, parents who finance and pray and the high enthusiasm for student learning becomes a factor in student success in learning, both general subjects and in memorizing the 30 Juz of Al Qur'an within 3 years.
- 4) Excellent program which is only owned by this Community Learning Activity Center. An unic program that is only owned by the Darul Qur'an Al Karim Community Learning Center is the Qur'an memorization curriculum. Because usually the Community Learning Center program only focuses on equality education, while the Darul Qur'an Community Learning Center combines equality education with memorizing the Qur'an, and the results are that in addition to students memorizing 30 Juz, they are also good in general subject scores.
- 5) There are not too many students, so they can maximize the program both in subjects and memorizing the Qur'an which is the flagship program. If too many students carry out the learning process, it will also affect the output that will be produced. Because if there are only a few students, the teacher will find it easier to provide guidance and monitor student progress in memorizing and learning. Stakeholders and partners of the Community Learning Activity Center who also support the performance of this Community Learning Activity Center.

b. Disincentive Factors

- 1) The understanding of education administration has not been fully understood by the teachers. So there are still some shortcomings that must be completed to achieve a quality administrative system. Because there has never been a special training for teachers and employees.
- 2) The institution has not developed comprehensive guidelines and SOPs on the management of education administration comprehensively. Standard Operating Procedures that should be applied in every place can make students and all elements in the Community Learning Center disciplined. Because all things can be regulated in these standards, so students, teachers, and administrators can see whether or not the standard has been achieved completely or not in one part of the SOP.



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CHAPTER V

CLOSING

A. Conclusion

Based on the results of research and discussion obtained through research data on the Management of Competitive Community Learning Centers at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas, it can be concluded as follows:

After determining the plan, namely carrying out a strategic plan that makes the Community Learning Activity Center competitive, including program planning, educators, partners and all things that will be carried out both in the long and short term. Then the next step is to assign tasks to related elements to run superior programs at the Community Learning Center Baturraden Banyumas, including the Tahfizul Qur'an program, developing student soft skills such as developing entrepreneurship and other skills.

The principal carries out the organization, determines the implementation schedule, creates a management structure and provides facilities, equipment and personnel in developing a framework to be more efficient in carrying out plans through the process of determining program implementers that are needed for a successful program. At the stage of implementing the Package B program at the Darul Qur'an Al Karim Community Learning Activity Center, namely, determining the participants of the Tahfizul program, supervisor, implementation time, tahfizul material and methods to be used and the curriculum used.

At the evaluation stage of the Darul Qur'an AL Karim Community Learning Center program, Baturraden uses an evaluation based on the instrument and the results achieved by the instrument, the existing instruments include the Curriculum, Curriculum Evaluation Report, Learning Schedule, Academic Calendar Document (Kaldik), Syllabus and lesson plans, Teaching Journal Documents, teacher and student attendance documents, Teacher Work Reports, Learning Supervision Reports, Independent Assignments Documents, Middle Test / Final Examination Question Documents, Middle Test / Final Examination Results Documents.

From these instruments, it is considered sufficient to meet the quality standards and indicators of a competitive Community Learning Activity Center. If the other Community Learning Activity Center Package B is an

Alternative Education because of being left behind, then the Darul Qur'an Al Karim Community Learning Center is an option that produces output with character and memorization of the Qur'an 30 Juz.

B. Suggestion

In order to maintain quality in the Management Community Learning Center Darul Qur'an Al Karim, Baturraden Banyumas on the Package B program, suggestions from researchers that can be conveyed in this study are:

1. For school principals
 - a. Always establish a good relationship with the Partners of the Community Learning Activity Center to convey that equality education is also no less competitive with formal education, so partners will continue to cooperate with this institution.
 - b. Always motivate teachers, both Tahfizh Qur'an teachers, general lesson teachers and extracurricular trainers to always be enthusiastic and patient in guiding their students.
 - c. Be more selective in accepting students so that the wishes of parents and children can be in the same direction. Children who enter really have a great desire to memorize the Qur'an and want to learn discipline and have a great spirit.
2. For Educators
 - e. Always to enrich innovation in conducting teaching and learning activities to overcome the laziness of students which can lead to boredom, especially extracurricular trainers or tutors, because usually students are tired of memorizing activities Monday-Thursday and general subjects on Fridays and Saturdays.
 - f. Constantly modifying learning methods to minimize differences in children's memorization abilities.
 - g. Always do not get bored to motivate students to keep the spirit in memorizing the Qur'an and not to leave general subjects.
3. For Parents
 - a. Always provide motivation to keep their children's enthusiasm in memorizing the 30 juz of the Qur'an and keep motivating children to keep taking general subjects well.

- b. Always keep their children memorized by doing muraja'ah when children are on vacation at home and remain proud of sending their children to school even in non-formal education.



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APPENDIXES



IAIN PURWOKERTO

OBSERVATION GUIDELINES

The process of observation carried out by the author is by observing the actual field conditions regarding how the Management of the Learning Center (Clc) Community in a Competitive Society: Studies at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas. In the Observation Process, there are several important points that must be considered, including:

A. Purpose

An Observation objective aims to obtain information and data on how to manage the Learning Center (Clc) Community in a Competitive Society: Study at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas.

B. Observation Aspect

1. Vision and Mission
2. Curriculum
3. Learning Method
4. Teachers and Employees
5. Student
6. Structural Community Learning Center
7. Facilities and Infrastructure
8. Implementation Competitiveness Management in Community Learning Center

IAIN PURWOKERTO

INTERVIEW GUIDELINES

The interview process carried out by the author was by asking several parties related to the Learning Center (CLC) Community Management process in a Competitive Society: Studies at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas. The interviews conducted consisted of structured interviews and unstructured interviews. In this interview process, there are several important things that must be considered, including:

A. Goal

The purpose of the interview is to obtain more accurate information and data on how Community Learning Center (CLC) Management in a Competitive Society: Studies at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas.

B. Structured Interview Guidelines

1. For the Head of Community Learning Center

- a) Apa yang membedakan CLC Darul Qur'an Al Karim dengan CLC lainnya ?
- b) Apa latar belakang dibentuknya program-program yang ada di CLC Darul Qur'an Al Karim ?
- c) Bagaimana persiapan penyelenggaraan program ?
- d) Bagaimana pelaksanaan program ?
- e) Bagaimana evaluasi program yang sudah terselenggara ?
- f) Siapa saja yang terlibat dalam program tersebut ? Apakah dari kalangan masyarakat atau dari luar ?
- g) Apa tugas mereka yang terlibat dalam program ?

2. For Community Learning Center Teachers

- a) Apa yang membedakan CLC Darul Qur'an Al Karim dengan CLC lainnya ?
- b) Apa latar belakang dibentuknya program-program yang ada di CLC Darul Qur'an Al Karim ?
- c) Bagaimana persiapan penyelenggaraan program ?
- d) Bagaimana pelaksanaan program ?
- e) Bagaimana evaluasi program yang sudah terselenggara ?

- f) Siapa saja yang terlibat dalam program tersebut ? Apakah dari kalangan masyarakat atau dari luar ?
- g) Apa tugas mereka yang terlibat dalam program ?

3. For Community Learning Center Students

- a) Apa latar belakang mengikuti program CLC Darul Qur'an ?
- b) Darimana memperoleh informasi terkait CLC Darul Qur'an Al Karim?
- c) Siapa yang mendorong untuk belajar di CLC daripada sekolah formal ?
- d) Kegiatan apa saja yang diikuti di CLC Darul Qur'an Al Karim ?
- e) Apakah menurut Anda sudah berjalan lancar ?

4. For Parents of Students Community Learning Center

- a) Apa latar belakang menyekolahkan anaknya di lembaga non formil ?
- b) Darimana informasi terkait CLC tersebut ?
- c) Apakah yang membedakan CLC ini dengan yang lain dari sudut pandang orang tua ?
- d) Bagaimana hasil yang dicapai anak-anak yang belajar di CLC Darul Qur'an Al Karim ?

C. Unstructured Interview Guidelines

Unstructured interviews were conducted spontaneously during the structured interview process. In essence, the author must explore the question of how to standardize the Management of Community Learning Centers (CLC) in a Competitive Society: Studies at the Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas.

RESULT OF STRUCTURED INTERVIEW

1) Lead of Community Learning Center Darul Qur'an Al Karim

1. Identity

a. Interviewee 1

- 1). No. Respondent : 01
- 2). Name : Heri Ardiansyah, S. Pd.
- 3). Place, Date of Birth : Ciamis, August 18th, 1992
- 4). Gender : Male
- 5). Religion : Islamic
- 6). Last Education : S1 Islamic Education State Islamic
Institute Purwokerto
- 7). Profession : Headmaster Community Learning
Center Darul Qur'an
- 8). Address : Baturraden

2. Question

- a) Apa yang membedakan CLC Darul Qur'an Al Karim dengan CLC lain ?

Result : Perbedaan CLC Darul Qur'an Al Karim dengan CLC yang lain terletak pada kurikulum kekhasan yang hanya dimiliki oleh CLC Darul Qur'an Al Karim, yakni apabila CLC lain merupakan Pendidikan Alternatif dikarenakan tidak bisa mengikuti pendidikan formal, sehingga mengikuti pendidikan non formal dan mengejar ketertinggalan, sedangkan CLC Darul Qur'an AL Karim merupakan pendidikan Non Formal yang menjadi pilihan utama dengan output yang memiliki hafalan Al Qur'an dan memiliki karakter yang baik.

- b) Apa latar belakang dibentuknya program-program yang ada di CLC Darul Qur'an Al Karim ?

Result : Apabila program CLC lain mungkin mengacu pada mengasah keterampilan atau soft skill disini dibekali dengan muatan Hafalan Al Qur'an setiap hari senin-kamis. Program Paket B ini peserta didik kita batasi yakni hanya 15 putra dan 15 putri, tidak lebih dari 30, karena kita lebih ke kualitas bukan kuantitas dan kelas tahfidz tidak bisa banyak.

c) Bagaimana persiapan penyelenggaraan program ?

Result: Penyelenggaraan program dibagi menjadi 3, yakni program Kementrian atau mata pelajaran Umum, Program Kekhasan Yayasan Darul Qur'an atau materi keterampilan. Program inilah yang mmebedakan antar CLC satu dengan lainnya, tidak terkecuali CLC Darul Qur'an Al Karim juga aan dibagi sesuai dengan *job deskripsi*.

d) Bagaimana pelaksanaan Program ?

Result: Penyelenggaraan program ini dilakukan pada senin-kamis untuk materi Hafalan Al Qur'an, kemudian hari Jum'at dan Sabtu akan ada mata pelajaran umum sperti PPKn, Matematika, Bahasa Indonesia dan materi umum lainnya, sedangkan untuk hari Minggu dikhususkan untuk mengasah bakat dan poetensi anak-aak.

e) Siapa saja yang terlibat dalam program tersebut ? Apakah dari kalangan masyarakat atau dari luar ?

Result : Pihak-pihak yang terlibat antara lain adalah Mitra dengan MoU dan melibatkan mereka dalam beberapa program, mitra tersebut antara lain AMIKOM, CLC Mugi Lestari, UIN Saifuddin Zuhri, Rumah Kreatif Wadas Kelir, Pemerintah Kecamatan Pasir. Selain melibatkan mitra, pihak lain adalah masyarakat setempat yang langsung berdekatan dengan CLC tersebut.

f) Apa tugas mereka yang terlibat dalam program ?

Result: Tugas Mitra Lembaga adalah bekerjasama dalam hal pelatihan IT jika dari AMIKOM, kemudian UIN Saifuddin Zuhri bekerjasama dalam hal pengiriman mahasiswa PPL dan PKL, RKWK sebagai percontohan Iterasi, Pemerintah Kecamatan Pasir untuk kerjasama desa wisata, kemudian CLC Mugi Lestari bekerjasama dalam hal kerjasama CLC, selain itu Masyarakat Dalam hal ini, peran masyarakat sekitar antara lain penjagaan, CLC itu kan tidak punya pagar ataupun gerbang yang tinggi, dan kebanyakan anak CLC adalah warga sekitar. Masyarakat menjaga 24 jam, mereka membimbing anak-anak, apalagi kalau ada yang kabur atau ada pergaulan antara santriwan dan santriwati, maka masyarakat yang akan menegur dan mengawasi secara langsung. Disisi lain, anak-anak juga sering diundang

untuk menghadiri semakan AL Qur'an di malam jum'at atau dipanggil untuk mengisi hadroh dalam acara tertentu.

2) Teacher of Community Learning Center Darul Qur'an Al Karim

1. Identity

a. Interviewee 1

- 1). No. Respondent : 02
- 2). Name : Tri Nurul Indrasari, S. Pd
- 3). Place, Date of Birth : Banyumas, August, 31st 1991
- 4). Gender : Female
- 5). Religion : Islamic
- 6). Last Education : S1 Civics Education Muhammadiyah University Purwokerto
- 7). Profession : Teacher
- 8). Address : Pandansari, 03/01, Ajibarang

b. Interviewee 2

- 1). No. Respondent : 03
- 2). Name : Ani Rofiqoh, S. Pd.
- 3). Place, Date of Birth : Banyumas, October, 03rd 1992
- 4). Gender : Female
- 5). Religion : Islamic
- 6). Last Education : S1 Math Education
- 7). Profession : Teacher
- 8). Address : Pangebatan, Karnglewas, Banyumas.

2. Question

- a) Bagaimana latar belakang menjadi pendidik di CLC Darul Qur'an Al Karim ?

Result:

- 1) Tri Nurul Indrasari, S. Pd.

Tahun 2018 saya ditawari ada lowongan jadi tutor mata pelajaran PPKn dan saya waktu itu habis pengabdian dari luar jawa. Kemudian saya mendaftar dan lolos.

2) Ani Rofiqoh, S. Pd.

Waktu itu saya guru magang, kemudian dibuka open recruiten akhirnya saya mendaftar disini dengan berbagai seleksi.

b) Bagaimana peran guru dalam merencanakan, melaksanakan dan mengevaluasi program pembelajaran ?

Result:

1) Tri Nurul Indrasari, S. Pd.

Tidak ada perbedaan yang terlalu dengan guru di sekolah formal, karena semua peserta didik juga usia yang sama sehingga untuk dapat mengajar mereka masih sama seperti mengajar kelas 7-9 jenjang SMP. Sebelumnya menyiapkan berbagai instrumen seperti RPP dan Silabus pembelajaran, kemudian pelaksanaan pembelajaran seperti biasa diselingi dengan ice breaking dan motivasi kemudian tetap dilakukan UTS setiap pertengahan semester dan UAS pada akhir semester.

2) Ani Rofiqoh, S. Pd.

Masih sama dengan yang lain karena kita lembaga non formal yang juga memiliki mata pelajaran umum, walaupun hanya dua hari, namun dirasa cukup padat dalam penyampaian.

c) Apakah ada panduan khusus menjadi guru di CLC Darul Qur'an AL Karim ?

Result:

1) Tri Nurul Indasari, S. Pd.

Panduan khusus untuk guru adalah mengikuti standar pendidikan non formal dari pemerintah yakni Standarisasi Pusat Kegiatan Belajar Masyarakat.

2) Ani Rofiqoh, S. Pd.

Panduan khusus untuk guru adalah mengikuti standar pendidikan non formal dari pemerintah yakni Standarisasi Pusat Kegiatan Belajar Masyarakat.

d) Apa saja sumber belajar peserta didik yang digunakan ?

Result:

1) Tri Nurul Indrasari, S. Pd.

Menggunakan LKS, Buku Paket CLC, Internet.

2) Ani Rofiqoh, S. Pd.

Menggunakan media pembelajaran, Buku Paket, LKS, Internet dan bermain dalam pembelajaran.

e) Strategi apa untuk memotivasi peserta didik dalam program ?

Result:

1) Tri Nurul Indrasari, S. Pd.

Selain belajar, sebagai guru juga terus memotivasi anak didiknya. Agar anak-anak memiliki etos untuk belajar yang tinggi sehingga proses pembelajaran menjadi lebih optimal dan hasilnya pun dapat memberikan yang terbaik, selain menghafalkan 30 Juz, tentunya dalam mata pelajaran umum juga tidak kalah.

2) Ani Rofiqoh, S. Pd.

Motivasi kepada anak tentunya memberikan semangat kepada mereka untuk tetap menghaflakan namun tidak meninggalkan kewajiban untuk belajar sebagai peserta didik setara dengan SMP.

3) Student of Of Community Learning Center Darul Qur'an Al Karim

1. Identity

a. Interviewee 1

- 1). No. Respondent : 04
- 2). Name : Dewi Nabila Safira
- 3). Place, Date of Birth : Cilacap, Mei, 14th 2006
- 4). Gender : Female
- 5). Religion : Islamic
- 6). Last Education : Integrated Islamic Elementary School
Cilacap.
- 7). Profession : Student
- 8). Address : Gatot Subroto Street No. 63, Gunung
Simping, Cilacap.

b. Narasumber 2

- a. No. Respondent : 05

- b. Name : Naya Alfiyya Sabila
c. Place, Date of Birth : Purwokerto, Mei 12th 2005
d. Gender : Female
e. Religion : Islamic
f. Last Education : Teluk State Elementary School
g. Profession : Student
h. Address : Pamujan Tengah Street No. 5, South
Purwokerto

2. Question

- a) Apa latar belakang mengikuti program CLC Darul Qur'an ?

Result:

- 1) Dewi Nabila Safira

Ingin membawa keluarga ke Syurga.

- 2) Naya Alfiyya Sabila

Ingin menghafal untuk orang tua.

- b) Darimana memperoleh informasi terkait CLC Darul Qur'an AL Karim?

Result:

- 1) Dewi Nabila Safira

Dari teman Ayah yang ada di CLC Darul Qur'an juga.

Sehinga Ayah memerikan pertanyaan untuk saya apakah mau disini atau tidak.

- 2) Naya Alfiyya Sabila

Ditawarkan oleh Ayah, juga lokasinya dekat yakni di Baturaden, dan tertarik dengan program yang ada.

- c) Siapa yang mendorong untuk belajar di CLC daripada sekolah formal ?

Result:

- 1) Dewi Nabila Safira

Kedua orang tua, karena mereka ingin aku menghafal Al Qur'an dan akhirnya aku tertarik untuk sekolah disini.

- 2) Naya Alfiyya Sabila

Kedua orang tua dan keluarga yang ada di sana.

- d) Kegiatan apa saja yang diikuti di CLC Darul Qur'an Al Karim ?

Result:

1) Dewi Nabila Safira

Kalau aktivitasnya si biasanya hari senin-kamis adalah tahfidz jam 07.30-09.00 WIB terus setengah jam nanti Istirahat dimulai lagi jam 09.30-11.00 WIB lalu istirahat satu jam setengah sampai 13.30 dan mulai lagi jam 13.30 – 15.00 WIB. Kalau hari Jum'at dan Sabtu untuk mata pelajaran biasa kalau ekstra ada yang hari Sabtu ada yang hari Ahad.

2) Naya Alfiyya Sabila

Senin-Kamis itu untuk menghafalkan Al Qur'an, bisa menambah hafalan atau murajaan Al Qur'an, kemudian pelajaran biasa di hari jumat sabtu. Pencaksilat itu Ahad, Pramuka di hari sabtu sore, lalu kaligrafi disetiap Ahad Pagi.

e) Apakah menurut Anda sudah berjalan lancar ?

Result:

1) Dewi Nabila Safira

Kadang Senin-Kamis kan sudah menghafalkan ya, Jum'at dan Sabtu nya kadang sudah lelah tapi sejauh ini bisa mengikuti dengan baik, walaupun kalau malam tidurnya jam 22.00 WIB dan dibangunkan lagi jam 03.00 WIB, tapi diusahakan tetap semangat agar lancar.

2) Naya Alfiyya Sabila

Kegiatan setiap hari lancar, bisa belajar Agama, pelajaran umum, dan murajaan dengan lancar dan biasanya ada latihan Pidato yang bisa dibawa didepan umum sehingga lebih Percaya Diri.

4) Parent of Sudent ini Community Learning Center Darul Qur'an Al Karim

1. Identity

a. Interviewee 1

- 1). No. Respondent : 06
- 2). Name : Nung Asmaya, M. Sos.
- 3). Place, Date of Birth : Sumedang, Mei 08th 1976
- 4). Gender : Female

- 5). Religion : Islamic
- 6). Last Education : Magister of Islamic Comunication
Islamic State University Syarif
Hidayatullah, Jakarta.
- 7). Profession : Lecturer
- 8). Address : Pemuda street no. 1, Kedungwuluh
west Purwokerto.

b. Interviewee 2

- 1). No. Respondent : 07
- 2). Name : Surtini
- 3). Place, Date of Birth : Banyumas, November, 19th 1987
- 4). Gender : Female
- 5). Religion : Islamic
- 6). Last Education : Junior High School
- 7). Profession : Businnes
- 8). Address : Karangtengah, No. 05/04.

2. Question

- a) Apa latar belakang menyekolahkan anaknya di lembaga non formil ?

Result:

- 1) Nung Asmaya, M. Sos.

Sebagai orang tua inginnya Anak bis abelajar Agama dengan baik, dapat menghafalkan Al Quran secara cepat dan mudah, zaman sekarang pendidikan Agama bagi ana itu penting sekali.

- 2) Surtini

Saya ingin, anak saya bisa mandiri dan bisa ngaji. Selain disitu bisa ngaji saya juga khawatir kalau ngga membekali anak dengan pendidikan Agama yah, takutnya nanti kaya anak-anak biasanya SMP itu pada main ke atas da waktunya pulang belum pada pulang. Kalau disitu kan lebih terkontrol dengan baik karena ada pembina asramanya 24 jam.

- b) Darimana informasi terkait CLC tersebut ?

Result:

1) Nung Asmaya, M. Sos.

Dari kerabat dan dari teman suami.

2) Surtini

Karena dekat jadi saya tau sudah lama dan saya tawarkan ke anak ternyata mau disitu yang Alhamdulillah.

c) Apakah yang membedakan CLC ini dengan yang lain dari sudut pandang orang tua ?

Result:

1) Nung Asmaya, M. Sos.

Pondok terdekat yang dapat dijangkau dan bisa mencetak Hafidz 30 Juz, walaupun pendidikan non formal, saya tidak pernah khawatir akan menyekolahkan anak disitu karena rizki itu sudah Allah yang mengatur, dan sebagai orang tua hanya ingin yang terbaik untuk anaknya.

2) Surtini

Menurut saya perbedaan yang sangat mencolok adalah beda dari kejar paket yang lain, kalau yang lain kan lebih banyak pelajaran umumnya, kalau yang ini kan banyak hafalannya dibandingkan dengan mata pelajaran, walaupun tetap ada . Hafalannya lebih banyak kalau disitu dan yang paling utama pokoknya adalah dibekali dengan ilmu Agama. Disitu juga peraturannya ketat, yang deka juga diperlakukan sama dengan yang jauh tidak boleh pulang, pulang hanya waktu perpulangan saja biasanya libur 3 hari dia akan kepondok dulu, karena teman-temannya banyak yang tidak pulang.

d) Bagaimana hasil yang dicapai anak-anak yang belajar di CLC Darul Qur'an Al Karim ?

Result:

1) Nung Asmaya, M. Sos.

Capaian yang dirasakan saya dan anak adalah anak saya sekarang sudah diterima di Madrasatul Qur'an di Tebu Ireng Jombang, Jawa Timur dan harapannya tetap menjaga hafalannya.

2) Surtini

Anak saya waktu pertama kali itu hanya menghafalkan surat pendek saja juz 30, kemudian beberapa bulan sudah sampai juz 27 jadi sampai sekarang sekitar 5 bulan sudah hafal 3 juz.



DOCUMENTATION



**Interview with Headmaster of Community Learning Center Darul Qur'an Al Karim
Mr. Heri Ardiansyah, S. Pd.**



**Interview with Teacher of Community Learning Center Darul Qur'an Al Karim
Mrs. Tri Nurul Indrasari, S. Pd.**



**Interview with Teacher of Community Learning Center Darul Qur'an Al Karim
Mrs. Ani Rofiqoh, S. Pd.**



**Interview with Student of Community Learning Center Darul Qur'an Al Karim
Naya Alfiyya Sabila & Dewi Nabila Safira**



**Interview with Parent of Student in
Community Learning Center Darul Qur'an
Al Karim Mrs. Surtini**



**Interview with Parent of Student in
Community Learning Center Darul Qur'an
Al Karim Mrs. Nung Asmaya. M. Sos.**



Muraja'ah Together



Process of Lesson



Hadroh



Hidroponik



Qur'an Graduation



Outbond

IAIN PURWOKERTO



**Dinas Pendidikan Kabupaten Banyumas
Provinsi Jawa Tengah**

Berdasarkan Surat Keputusan Kepala Badan Penelitian dan Pengembangan
Kementerian Pendidikan dan Kebudayaan Republik Indonesia
No. 3574/G4/KL/2009 Tahun 2009
Tentang Nomor Pokok Sekolah Nasional
Menerbitkan



NPSN

Nomor Pokok Sekolah Nasional

P9970013

Diberikan Kepada :

PKBM DARUL QURAN AL KARIM

Jalan Baturraden Jalur Barat Karangtengah RT 03 RW 04
Kec. Baturaden Kabupaten Banyumas Jawa Tengah
SK Ijin Operasional : 421.9/711/2017
Tanggal SK Ijin Operasional : 2 Nopember 2017

Purwokerto, 20 Maret 2019

Kepala Dinas Pendidikan
Kabupaten Banyumas



IRAWATI, SE
Pembina Utama Muda
NIP. 19650126 199003 2 005



**NOTA KESEPAHAMAN
ANTARA
CLC DARUL QUR'AN AL-KARIM KARANGTENGGAH
BATURRADEN BANYUMAS
DENGAN
IAIN PURWOKERTO
Nomor : 056/MA-PPMDQ/II/2018
Nomor : 123/In.17/R/KS.01.7/II/2018**

Pada Hari ini Rabu Tanggal 7 bulan Pebruari tahun 2018 di Purwokerto, yang bertanda tangan dibawah ini:

1. Dr. H. Suwito, M.Ag, Ketua CLC Darul Qur'an al-Karim Karangtengah Baturraden Banyumas yang berkedudukan di Jl. Raya Baturraden Lingkar Barat Desa Karangtengah RT. 03 RW. 04 Baturraden Banyumas untuk selanjutnya disebut **PIHAK PERTAMA**.
2. Dr. H.A. Luthfi Hamidi, M.Ag., Rektor IAIN Purwokerto yang berkedudukan di Jl. A. Yani No. 40 A Purwokerto untuk selanjutnya disebut **PIHAK KEDUA**.

Kedua belah pihak sepakat untuk mengadakan nota kesepahaman dalam rangka meningkatkan program pendidikan serta pelatihan *life skills* bagi mahasiswa, warga belajar CLC serta masyarakat dengan ketentuan sebagai berikut:

PASAL 1

TUJUAN KERJA SAMA

PIHAK PERTAMA dan **PIHAK KEDUA** bersama-sama akan melaksanakan kegiatan yang bermanfaat bagi kedua belah pihak dalam rangka meningkatkan program pendidikan serta pelatihan *life skills* bagi mahasiswa, warga belajar CLC Darul Qur'an serta masyarakat.

PASAL 2

RUANG LINGKUP

1. Pendidikan dan Pelatihan Kaligrafi;
2. Pendidikan dan Pelatihan Tahfidz al-Qur'an;
3. Pemakaian Laboratorium MIPA;
4. Pembelajaran BTA/PPI bagi mahasiswa;
5. Magang bagi Mahasiswa (Calon Guru).
6. Pelatihan Calon Da'i dan Imam Masjid;

PASAL 3

PELAKSANAAN

1. **PIHAK PERTAMA** dan **PIHAK KEDUA** akan mengatur dan menentukan pelaksanaan selanjutnya dari nota kesepahaman ini.
2. Sarana, prasarana dan biaya untuk keperluan pelaksanaan program kerjasama ini akan dibuat dalam Perjanjian Kerja Sama tersendiri.

PASAL 4 JANGKA WAKTU

Nota kesepahaman ini dibuat dan disepakati untuk jangka waktu 5 (lima) tahun terhitung sejak tanggal penandatanganan Nota Kesepahaman ini dan dapat diperpanjang atas persetujuan kedua belah pihak.

PASAL 5 PERSELISIHAN

Segala perselisihan yang timbul karena adanya perbedaan interpretasi terhadap Nota Kesepahaman, maupun karena hal-hal yang tidak tercantum dalam Nota Kesepahaman ini akan diselesaikan dengan jalan musyawarah untuk mencapai mufakat, dengan semangat kebersamaan dan saling menghormati.

PASAL 6 PENUTUP

1. Hal-hal yang belum diatur dalam Nota Kesepahaman ini akan diatur kemudian oleh kedua belah pihak dalam suatu kesepakatan tambahan yang merupakan bagian tidak terpisahkan dari Nota Kesepahaman ini.
2. Nota Kesepahaman ini dibuat dalam rangkap 2 (dua) **ASLI** masing-masing sama bunyinya, bermeterai 6000 dan mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA
KETUA CLC DARUL
QUR'AN
AL-KARIM

PIHAK KEDUA
REKTOR
IAIN PURWOKERTO

Dr. H. Suwito, M.Ag.

Dr. H.A. Luthfi Hamidi,
M.Ag.



**NOTA KESEPAHAMAN
ANTARA
CLC DARUL QUR'AN AL-KARIM KARANGTENGGAH
BATURRADEN BANYUMAS
DENGAN
RUMAH KREATIF WADAS KELIR (RKWK)**

Nomor : 076/MA-PPMDQ/III/2018

Nomor : 16/RKWK/I/2018

Pada Hari ini Rabu Tanggal 14 bulan Maret tahun 2018 di Purwokerto, yang bertanda tangan dibawah ini:

3. Dr. H. Suwito, M.Ag, Ketua CLC Darul Qur'an al-Karim Karangtengah Baturraden Banyumas yang berkedudukan di Jl. Raya Baturraden Lingkar Barat Desa Karangtengah RT. 03 RW. 04 Baturraden Banyumas untuk selanjutnya disebut **PIHAK PERTAMA**.
4. Heru Kurniawan, S.Pd. M.A. Pimpinan Rumah Kreatif Wadas Kelir (RKWK) yang berkedudukan di Jl. Wadas Kelir RT. 7 RW. 5 Karangklesem Purwokerto Selatan Banyumas Jawa Tengah untuk selanjutnya disebut **PIHAK KEDUA**.

Kedua belah pihak sepakat untuk mengadakan nota kesepahaman dalam rangka meningkatkan program pendidikan serta pelatihan *life skills* dengan ketentuan sebagai berikut:

**PASAL 1
TUJUAN KERJA SAMA**

PIHAK PERTAMA dan **PIHAK KEDUA** bersama-sama akan melaksanakan kegiatan yang bermanfaat bagi kedua belah pihak dalam rangka meningkatkan program pendidikan serta pelatihan *life skills* bagi masyarakat.

**PASAL 2
RUANG LINGKUP**

7. Program Parenting Anak;
8. Program Rekrutmen Guru;
9. Pelatihan Mendongeng;
10. Kursus Literasi Informasi;
11. *Active Learning Strategies* dalam Pembelajaran.

**PASAL 3
PELAKSANAAN**

3. **PIHAK PERTAMA** dan **PIHAK KEDUA** akan mengatur dan menentukan pelaksanaan selanjutnya dari nota kesepahaman ini.
4. Sarana, prasarana dan biaya untuk keperluan pelaksanaan program kerjasama ini akan dibuat dalam Perjanjian Kerja Sama tersendiri.

PASAL 4
JANGKA WAKTU

Nota kesepahaman ini dibuat dan disepakati untuk jangka waktu 5 (lima) tahun terhitung sejak tanggal penandatanganan Nota Kesepahaman ini dan dapat diperpanjang atas persetujuan kedua belah pihak.

PASAL 5
PERSELISIHAN

Segala perselisihan yang timbul karena adanya perbedaan interpretasi terhadap Nota Kesepahaman, maupun karena hal-hal yang tidak tercantum dalam Nota Kesepahaman ini akan diselesaikan dengan jalan musyawarah untuk mencapai mufakat, dengan semangat kebersamaan dan saling menghormati.

PASAL 6
PENUTUP

3. Hal-hal yang belum diatur dalam Nota Kesepahaman ini akan diatur kemudian oleh kedua belah pihak dalam suatu kesepakatan tambahan yang merupakan bagian tidak terpisahkan dari Nota Kesepahaman ini.
4. Nota Kesepahaman ini dibuat dalam rangkap 2 (dua) **ASLI** masing-masing sama bunyinya, bermeterai 6000 dan mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA
KETUA CLC DARUL
QUR'AN
AL-KARIM

PIHAK KEDUA
PIMPINAN RUMAH
KREATIF
WADAS KELIR

Dr. H. Suwito, M.Ag.

Heru Kurniawan, S.Pd.
M.A.



**NOTA KESEPAHAMAN
ANTARA
CLC DARUL QUR'AN AL-KARIM KARANGTENGGAH
BATURRADEN BANYUMAS
DENGAN
STMIK AMIKOM PURWOKERTO
Nomor : 042/MA-PPMDQ/XII/2018
Nomor :**

Pada Hari ini Kamis Tanggal 4 bulan Januari tahun 2018 di Purwokerto, yang bertanda tangan dibawah ini:

5. Dr. H. Suwito, M.Ag, Ketua CLC Darul Qur'an al-Karim Karangtengah Baturraden Banyumas yang berkedudukan di Jl. Raya Baturraden Lingkar Barat Desa Karangtengah RT. 03 RW. 04 Baturraden Banyumas untuk selanjutnya disebut **PIHAK PERTAMA**.
6. Dr. Berlilana, M.Si. M.Kom. Ketua STMIK AMIKOM Purwokerto yang berkedudukan di Jl. Pol. Soemarto, Karangjambu, Purwanegara, Purwokerto Utara, Kabupaten Banyumas, Jawa Tengah 53127 untuk selanjutnya disebut **PIHAK KEDUA**.

Kedua belah pihak sepakat untuk mengadakan nota kesepahaman dalam rangka meningkatkan program pendidikan dan pelatihan *life skills* bagi masyarakat dengan ketentuan sebagai berikut:

**PASAL 1
TUJUAN KERJA SAMA**

PIHAK PERTAMA dan **PIHAK KEDUA** bersama-sama akan melaksanakan kegiatan yang bermanfaat bagi kedua belah pihak dalam rangka meningkatkan program pendidikan dan pelatihan *life skills* bagi masyarakat.

**PASAL 2
RUANG LINGKUP**

- 12.Membuat Rekaman Tahfidz al-Qur'an;
- 13.Pendidikan dan Pelatihan Pembuatan Blogger;
- 14.Pendidikan dan Pelatihan webset;
- 15.Pendidikan dan Pelatihan Materi Keislaman.

**PASAL 3
PELAKSANAAN**

5. **PIHAK PERTAMA** dan **PIHAK KEDUA** akan mengatur dan menentukan pelaksanaan selanjutnya dari nota kesepahaman ini.
6. Sarana, prasarana dan biaya untuk keperluan pelaksanaan program kerjasama ini akan dibuat dalam Perjanjian Kerja Sama tersendiri.

PASAL 4
JANGKA WAKTU

Nota kesepahaman ini dibuat dan disepakati untuk jangka waktu 5 (lima) tahun terhitung sejak tanggal penandatanganan Nota Kesepahaman ini dan dapat diperpanjang atas persetujuan kedua belah pihak.

PASAL 5
PERSELISIHAN

Segala perselisihan yang timbul karena adanya perbedaan interpretasi terhadap Nota Kesepahaman, maupun karena hal-hal yang tidak tercantum dalam Nota Kesepahaman ini akan diselesaikan dengan jalan musyawarah untuk mencapai mufakat, dengan semangat kebersamaan dan saling menghormati.

PASAL 6
PENUTUP

5. Hal-hal yang belum diatur dalam Nota Kesepahaman ini akan diatur kemudian oleh kedua belah pihak dalam suatu kesepakatan tambahan yang merupakan bagian tidak terpisahkan dari Nota Kesepahaman ini.
6. Nota Kesepahaman ini dibuat dalam rangkap 2 (dua) **ASLI** masing-masing sama bunyinya, bermeterai 6000 dan mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA
CLC DARUL QUR'AN
AL-KARIM
KETUA

PIHAK KEDUA
STIMIK AMIKOM
PURWOKERTO
KETUA

Dr. H. Suwito, M.Ag.

Dr. Berlilana, M.Si. M.Kom.



**NOTA KESEPAHAMAN
ANTARA
CLC DARUL QUR'AN AL-KARIM KARANGTENGAH
BATURRADEN BANYUMAS
DENGAN
PEMERINTAH DESA PASIR WETAN
Nomor : 09/MA-PPMDQ/XII/2019
Nomor :**

Pada Hari ini Senin Tanggal 8 bulan Januari tahun 2019 di Purwokerto, yang bertanda tangan dibawah ini:

7. Dr. H. Suwito, M.Ag, Ketua CLC Darul Qur'an al-Karim Karangtengah Baturraden Banyumas yang berkedudukan di Jl. Raya Baturraden Lingkar Barat Desa Karangtengah RT. 03 RW. 04 Baturraden Banyumas untuk selanjutnya disebut **PIHAK PERTAMA**.
8. Endriyani Kepala Desa Pasir Wetan yang berkedudukan di Jl. Mbah Nurchakim No. 1 Desa Pasir Wetan Kecamatan Karang Lewas Kabupaten Banyumas untuk selanjutnya disebut **PIHAK KEDUA**.

Kedua belah pihak sepakat untuk mengadakan nota kesepahaman dalam rangka meningkatkan program pendidikan dan pelatihan *life skills* bagi masyarakat dengan ketentuan sebagai berikut:

PASAL 1

TUJUAN KERJA SAMA

PIHAK PERTAMA dan **PIHAK KEDUA** bersama-sama akan melaksanakan kegiatan yang bermanfaat bagi kedua belah pihak dalam rangka meningkatkan program pendidikan dan pelatihan *life skills* bagi masyarakat.

PASAL 2

RUANG LINGKUP

16. Pendidikan dan Pelatihan Hidroponik;
17. Pendidikan dan Pelatihan Budidaya Ikan Lele Sistem Bioflok;
18. Pendidikan dan Pelatihan Tata Rias Kecantikan;
19. Pendidikan dan Pelatihan Kaligrafi;
20. Pendidikan dan Pelatihan Calon Da'i dan Imam Masjid.

PASAL 3

PELAKSANAAN

7. **PIHAK PERTAMA** dan **PIHAK KEDUA** akan mengatur dan menentukan pelaksanaan selanjutnya dari nota kesepahaman ini.
8. Sarana, prasarana dan biaya untuk keperluan pelaksanaan program kerjasama ini akan dibuat dalam Perjanjian Kerja Sama tersendiri.

PASAL 4
JANGKA WAKTU

Nota kesepahaman ini dibuat dan disepakati untuk jangka waktu 5 (lima) tahun terhitung sejak tanggal penandatanganan Nota Kesepahaman ini dan dapat diperpanjang atas persetujuan kedua belah pihak.

PASAL 5
PERSELISIHAN

Segala perselisihan yang timbul karena adanya perbedaan interpretasi terhadap Nota Kesepahaman, maupun karena hal-hal yang tidak tercantum dalam Nota Kesepahaman ini akan diselesaikan dengan jalan musyawarah untuk mencapai mufakat, dengan semangat kebersamaan dan saling menghormati.

PASAL 6
PENUTUP

7. Hal-hal yang belum diatur dalam Nota Kesepahaman ini akan diatur kemudian oleh kedua belah pihak dalam suatu kesepakatan tambahan yang merupakan bagian tidak terpisahkan dari Nota Kesepahaman ini.
8. Nota Kesepahaman ini dibuat dalam rangkap 2 (dua) **ASLI** masing-masing sama bunyinya, bermeterai 6000 dan mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA
CLC DARUL QUR'AN
AL-KARIM
KETUA

PIHAK KEDUA
PEMERINTAH DESA
PASIR WETAN
KEPALA DESA

Dr. H. Suwito, M.Ag.

Endriyani



PEMERINTAH KABUPATEN BANYUMAS
DINAS PENDIDIKAN

Jl. Perintis Kemerdekaan No.75 Purwokerto 53141
Tel.0281-635220 Faksimile 0281-630869
Email: dindik@banyumaskab.go.id Website <http://dindik.banyumaskab.go.id>

**KEPUTUSAN KEPALA DINAS PENDIDIKAN KABUPATEN
BANYUMAS NOMOR:421.9/ 711 /2017
TENTANG**

**IJIN PENDIRIAN PENDIDIKAN NON-FORMAL PUSAT
KEGIATAN BELAJAR MASYARAKAT(CLC)
DARUL QUR'AN AL KARIM**

**KEPALA DINAS PENDIDIKAN KABUPATEN
BANYUMAS**

Menimbang

- a. bahwa proposal yang diajukan oleh Pusat Kegiatan Belajar Masyarakat DARUL QUR'AN AL-KARIM Nomor 036/DQA/VII/2017 Tanggal 03 Maret 2017 dan berita acara hasil verifikasi ke lokasi Pusat Kegiatan Belajar Masyarakat oleh tim verifikasi lembaga Bidang Pendidikan Non Formal Dinas Pendidikan Kabupaten Banyumas tanggal 20 September 2017;
- b. bahwa permohonan dimaksud telah memenuhi persyaratan sesuai dengan ket.entsan pendirian dari penyelenggaraan Pusat Kegiatan Belajar Masyarakat;
- c. bahwa berdasarkan pertimbangan sebagaimana huruf a dan b dipandang perlu menetapkan Keputusari Kepala Dinas Pendidikan Kabupaten Banyumas tentang Ijin Pendirian Satuan Pendidikan Non Formal Pusat Kegiatan Belajar Masyarakat (CLC) DARUL QUR'AN AL-KARIM.

Mengingat

1. Undang-undang Nomor 13 tahun 1950 tentang Pembentukan Daerah-daerah Kabupaten Dalam Lingkungan Provinsi Jawa Tengah;
2. Undang-undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Tahun 2003 Nomor 78, Tambahan Lembaran Negara Nomor 430 1);
3. Undang-Undang Nomor 32 Tahun 2004 tentang Pemerintahan Daerah (Lembaran Negara Republik Indonesia Tahun 2004 Nomor 125, Tambahan Lembaran Negara Republik Indonesia Nomor 4437) sebagaimana telah beberapa kali diubah terakhir dengan Undang-Undang Nomor 12 Tahun 2008 tentang Perubahan Kedua atas Undang-Undang Nomor 32 Tahun 2004 tentang

Pemerintahan
Daerah
(Lembaran

Negara Republik Indonesia Tahun 2007 Nomor 59,
Tambahkan Lembaran Negara Republik Indonesia Nomor
4844);

4. Peraturan Pemerintah Nomor 73 Tahun 1991 tentang Pendidikan Lear Sekolah (Lembaran Negara Republik Indonesia Tahun 1991 Nomor 95, Tambahakan Lembaran Negara Republik Indoneisa *Nomor* 3461);



5. Peraturan Pemerintah Nomor 39 Tahun 1992 tentang Peran Serta Masyarakat dalam Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 1992 Nomor 69, Tambahan Lembaran Negara Republik Indonesia Nomor 3485);
6. Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
7. Peraturan Pemerintah Nomor 38 Tahun 2007 tentang Pembagian Urusan Pemerintahan antara Pemerintah, Pemerintah Daerah Provinsi dan Pemerintah Daerah Kabupaten/Kota (Lembaran Negara Republik Indonesia Tahun 2007 Nomor 82, Tambahan Lembaran Negara Republik Indonesia Nomor 4737);
8. Peraturan Pemerintah Republik Indonesia Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
9. Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 70 tahun 2008 tentang Uji Kompetensi Bagi Peserta Kursus dan Pelatihan dari Satuan Pendidikan Non Formal atau warga masyarakat yang belajar mandiri;
10. Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 81 Tahun 2013 Tentang Pendirian Satuan Pendidikan Nonformal;
11. Keputusan Menteri Pendidikan Nasional Republik Indonesia Nomor 49 Tahun 2007 tentang Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Non Formal;
12. Peraturan Daerah Kabupaten Banyumas Nomor 16 Tahun 2016 Tentang Pembentukan dan Susunan Perangkat Daerah Kabupaten Banyumas (Lembaran Negara Nomor 1 seri D Regional Provinsi Jawa Tengah);
13. Peraturan Bupati Barytimas Nomor 54 Tahun 2016 Tentang Kedudukan, susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Dinas Pendidikan Kabupaten Banyumas;

IAIN PURWOKERTO

MEMUTUSKAN

Menetapkan : KEPUTUSAN KKPALA DINAS PENDIDIKAN KABUPATEN BANYUMAS TENTANG IZIN PENDIRIAN SATUAN PENDIDIKAN NON FORMAL PUSAT KEGIATAN BELAJAR MASYARAKAT (CLC) DARUL QUR'AN AL—KARIM.

KESATU : Memberikan Izin Pendirian Satuan Pendidikan Non Formal Pusat Kegiatan Belajar Masyarakat kepada :

Nama Lembaga : CLC DARUL QUR'AN AL-KARIM

Alamat Lembaga : Jl. Baturraden Jalur Barat
Karangtengah RT 3/ RW 4 Kecamatan
Baturraden Kabupaten Banyumas.

Nama Pemilik/

Penyelenggara : Dr. H. Suwito, M. Ag.

Nama Pengelola : Dr. H. Suwito, M. Ag.



Jenis Program

- Pendidikan : 1. Pendidikan Ariak Usia Dini (PAUD)
2. Pendidikan Kesetaraan (Paket A, B, C)
3. Pendidikan Keaksaraan (KF)
4. Pendidikan Pelatihan dan Kursiis (LKP)
5. Kelompok Belajar Usaha (KBU)
6. Pendidikan dan Pemberdayaan Perempuan
5. Taman Bacaan Masyarakat ((TBM)
6. Kelompok Pemuda Produktif

Status Tanah : Milik Sendiri

Status Bangiinan : Milik Sendiri

KEDUA

Pemegang Izin sebagaimana dimaksud diktum KESATU berkewajiban dan dilarang melakukan hal-hal sebagai berikut :

A. Kewajiban

1. Mematuhi seluruh ketentuan yang berkenaan dengan penyelenggaraan pendidikan non formal yang ditetapkan Pemerintah;
2. Memberikan layanan pendidikan yang bermutu dan akses pendidikan bagi masyarakat kurang mampu sesuai dengan peraturan perundang-undangan yang berlaku;
3. Memasang Papan Pengenal yang berisi Nama Pusat Kegiatan Belajar Masyarakat, Alamat serta Tanggal dan *Nomor* Izin yang mudah dibaca oleh umum;
4. Menciptakan tempat kegiatan Belajar yang mencerminkan kebersihan, kesehatan, keirdahan dan ketertiban lingkungan;
5. Menyelenggarakan administrasi keuangan sesuai dengan ketentuan Peraturan Perundang-undangan yang berlaku;
6. Melaksanakan dan mematuhi setiap peraturan danatau perundang-undangan yang berlaku yang dikeluarkan oleh Pemerintah;
7. Mematuhi standar pelayanan minimal Pusat Kegiatan Belajar Masyarakat;
8. Mempunyai stempel Pusat Kegiatan Belajar Masyarakat.

B. Larangan

- a. Mendirikan, menambah jenis, pindah lokasi tempat usaha dan membuka cabang di lokasi lain di Kabupaten Banyumas tanpa izin dari Kepala Dinas Pendidikan Kabupaten Banyumas;
- b. Menjalankan usaha lain selain yang telah ditetapkan dalam Surat izin ini;
- c. Memindahtangankan izin kepada pihak lain tanpa izin Kepala Dinas Pendidikan Kabupaten Banyumas;
- d. Merubah nama Pusat Kegiatan Belajar Masyarakat tanpa izin Kepala Dinas Kabupaten Banyumas;
- e. Menghentikan kegiatan Pusat Kegiatan Belajar Masyarakat 2 (dna) tahun berturut-turut tanpa alasan yang sah.

KETIGA : Izin ini akan dicabut apabila Pusat Kegiatan Belajar Masyarakat DARUL QUR'AN AL-KARI M melanggar kewajiban dan/ atau larangan dalam izin ini;

KEEMPAT : Izin ini berlaku selama satuan pendidikan tersebut masih operasional;

KELIMA Keputusan ini mulai berlaku pada tanggal ditetapkan;

PETIKAN Keputusan ini disampaikan kepada Pusat Kegiatan Belajar Masyarakat yang bersangkutan.

Ditetapkan di :
pada tanggal :

Purwokerto
2 November 2011



SANTOSO

Tembusan'

1. Bupati Banyumas (sebagai laporan);
2. Direktur Pembinaan Pendidikan Keaksaraan dan Kesetaraan , Direktorat Jenderal PAUD dan Dikmas;
3. Kepala Dinas Pendidikan Provinsi Jawa Tengah;
4. Inspektur Pemerintah Kabupaten Banyumas;
S. Kepala UPK Baturraden ;
6. Kepala SKB Purwokerto Utara;
7. ARSIP (Seksi Dikmas dan Kursus Bidang Pembinaan PAUD dan Dikmas).

IAIN PURWOKERTO

KEPUTUSAN MENTERI HUKUM DAN HAK ASASI MANUSIA REPUBLIK INDONESIA
NOIOR AHU-0010434.AH.01.07.TAHUN 2017
TENTANG

PENGESAHAN PENDIRIAN BADAN HUKU I
PERKUMPULAN PUSAT KEGIATAN BELAJAR MASYARAKAT DARUL QUR'AN AL-KARIM

Menimbang

Bahwa berdasarkan Permohonan Notaris DEWI NURHADIAH ANDRIANI, sesuai salinan Akta Nomor 02 Tanggal 20 Juni 2017 yang dibuat oleh DEWI NURHADIAH

a ANDRIANI tentang Pengesahan Badan Hukum Perkumpulan PUSAT KEGIATAN BELAJAR MASYARAKAT DARUL QUR'AN AL-KARIM disingkat CLC DARUL QUR'AN AL-KARIM tanggal 13 Juli 2017 dengan Nomor Pendaftaran 6017071333100398 telah sesuai dengan persyaratan pengesahan Badan Hukum Perkumpulan;

b Bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a. perlu menetapkan keputusan Menteri Hukum dan Hak Asasi Manusia tentang Pengesahan Badan Hukum Perkumpulan PUSAT KEGIATAN BELAJAR MASYARAKAT DARUL QUR'AN AL-KARIM disingkat CLC DARUL QUR'AN AL-KARIM;

IN E M U T U S K A N :

Menetapkan
KESATU

Memberikan pengesahan badan hukum:

PERKUMPULAN PUSAT KEGIATAN BELAJAR MASYARAKAT DARUL QUR'AN AL-KARIM

disingkat **CLC DARUL QUR'AN AL-KARIM**

Berkedudukan di **KABUPATEN BANYUMAS**, sesuai salinan Akta Nomor 02 Tanggal 20

KEDUA

Juni 2017 yang dibuat oleh **DEWI NURHADIAH ANDRIANI**, yang berkedudukan di

KABUPATEN BANYUMAS.

Keputusan ini berlaku sejak tanggal ditetapkan.

Apabila ternyata dikemudian hari terdapat kekeliruan maka akan diperbaiki sebagaimana mestinya dan/atau apabila terjadi kesalahan, keputusan ini akan dibatalkan atau dicabut.



Ditetapkan di Jakarta. Tanggal 13 Juli 2017.

a.n. MENTERI HUKUM DAN HAK ASASI MANUSIA
REPUBLMK INDONESIA

DIREKTUR JENDERAL ADMINISTRASI HUKUM

DR. FREDDY HARRIS, SH, LL.M, ACCS.



LAMPIRAN KEPUTUSAN MENTERI HUKUM DAN HAK ASASI MANUSIA REPUBLIK INDONESIA

NOMOR AHU-0010434.AH.01.07.TAHUN 2017

TENTANG
PENGESAHAN PENDIRIAN BADAN HUKUM
PERKUMPULAN PUSAT KEGIATAN BELAJAR MASYARAKAT DARULQUR'AN AL-KARIM

1. Susunan Organ Perkumpulan

NAMA	NO KTP/PASSPORT	ORGAN PERKUMPULAN	JABATAN
SUWITO NS	3302272404710001	PENGURUS	KETUA
SAFRUDIN AZIZ	33011142602840001	PENGURUS	SEKRETARIS
RAHMINI HADI	3302256412700001	PENGURUS	BENDAHARA
MUHAMMAD SAUFAN	3302270603730002	PENGAWAS	PENGAWAS



DICETAK PADA TANGGAL 13 Juli 2017

Ditetapkan di Jakarta, Tanggal 13 Juli 2017.

a.n. MENTERI HUKUM DAN HAK ASASI MANUSIA
REPUBLIK INDONESIA
DIREKTUR JENDERAL ADMINISTRASI HUKUM
UMUM,

DR. FREDDY HARRIS, SH, LL.M, ACCS.



**IAIN PURWOKERTO
MINISTRY OF RELIGIOUS AFFAIRS
INSTITUTE COLLEGE ON ISLAMIC STUDIES PURWOKERTO
LANGUAGE DEVELOPMENT UNIT**

Jl. Jend. A. Yani No. 40A Purwokerto, Central Java Indonesia, www.iainpurwokerto.ac.id

CERTIFICATE


Number: In.27/ UPT.Bhs/ PP.00.9/ 187/ 2017

This is to certify that:

Name : NIA NUR PRATIWI
Study Program : MPI

Has completed an English Language Course in Intermediate level organized by Language Development Unit with result as follows:

SCORE: 56 GRADE: FAIR

Purwokerto, August 02nd 2017
Head of Language Development Unit,

Dr. Subur, M.Ag.
NIP. 19670307 199303 1 005





وزارة الشؤون الدينية
الجامعة الإسلامية الحكومية بورنوكرتو
الوحدة لتنمية اللغة

مخون: شارح جندول أحمد ديانى رقم: ٤٠، بورنوكرتو ٥٣١٢٦، هاتفه ٠٢٨١-٦٣٥٦٢٤ www.iainpurwokerto.ac.id

الشهادة

الرقم: ان.١٧.ب.هـ/ UPT. Bhs/ PP. ٠٠٩/ ٢٠١٨/١٠

تشهد الوحدة لتنمية اللغة بأن:

الاسم : نيا نور براتبوي

رقم القيد : ٢١٧٤٢٧٠٠٨١٩

القسم : MPI

قد استوفيت المتطلبات المتشروول على شهادة إجادة اللغة العربية بجميع
مهاراتها على المستوى المتوسط وذلك بعد إتمام الدراسة التي عقبتها
الوحدة لتنمية اللغة وفق المنهج المقرر بتقدير:



٧٢
١٠٠
(جيد)

بورنوكرتو، ١٧ يناير ٢٠١٨

الوحدة لتنمية اللغة،

الدكتور صبور، الماجستير

الوظيفة : ١٠٠٥ ١٩٩٣.٣ ١٩٦٧.٣.٧



SERTIFIKAT

APLIKASI KOMPUTER

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT TEKNOLOGI INFORMASI DAN PANGKALAN DATA
Alamat: Jl. Jend. Ahmad Yani No. 40A Teip. 0281-635624 Website: www.iainpurwokerto.ac.id Purwokerto 53126



No. IN.17/UPT-TIPD/3470/VI/2020

SKALA PENILAIAN

SKOR	HURUF	ANGKA
86-100	A	4.0
81-85	A-	3.6
76-80	B+	3.3
71-75	B	3.0
65-70	B-	2.6

Diberikan Kepada:

NIA NUR PRATIWI

NIM: 1717401026

Tempat / Tgl. Lahir: Banjarnegara, 29 Juni 2000

MATERI PENILAIAN

MATERI	NILAI
Microsoft Word	75 / B
Microsoft Excel	65 / B
Microsoft Power Point	90 / A

Sebagai tanda yang bersangkutan telah menempuh dan **LULUS** Ujian Akhir Komputer pada Institut Agama Islam Negeri Purwokerto **Program Microsoft Office®** yang telah diselenggarakan oleh UPT TIPD IAIN Purwokerto pada tanggal 23-09-2019.



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
UPT MA'HAD AL-JAMI'AH**

Alamat : Jl. Jend. A. Yani No. 40 A Purwokerto 53126
Telp : 0281-635624, 628250, Fax : 0281-636553, www.iainpurwokerto.ac.id

IAIN PURWOKERTO

SERTIFIKAT

Nomor: B-205/In.17/UPT.MAJ/Sti.011/X/2017

Diberikan oleh UPT Ma'had Al-Jami'ah IAIN Purwokerto kepada:

NIA NUR PRATIWI
1717401026

Sebagai tanda yang bersangkutan telah LULUS dalam Ujian Kompetensi Dasar Baca Tulis Al-Qur'an (BTA) dan Pengetahuan Pengamalan Ibadah (PPI).

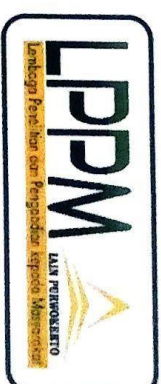
MATERI UJIAN	NILAI
1. Tes Tulis	73
2. Tarfil	70
3. Kitabah	70
4. Praktek	80

NO. SERI: MAJ-MB-2017-232

Purwokerto, 10 Oktober 2017
Mudir Ma'had Al-Jami'ah,



Drs. H. M. Mukti, M.Pd.I
NIP. 19570521 198503 1 002



SERTIFIKAT


Nomor: 955/K.LPPM/KKN.46/11/2020

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Institut Agama Islam Negeri Purwokerto menyatakan bahwa :

Nama : NIA NUR PRATIWI
NIM : 1717401026
Fakultas / Prodi : FTIK / MPI

TELAH MENGIKUTI

Kuliah Kerja Nyata (KKN) Angkatan Ke-46 IAIN Purwokerto Tahun 2020
dan dinyatakan LULUS dengan Nilai **88 (A)**.

Purwokerto, 13 November 2020
Ketua LPPM,

H. Ansori, M.Ag.
NIP. 19650407 199203 1 004



SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
 NOMOR : 871.1.1.1. TAHUN 2020

Tentang :

PENETAPAN DOSEN PEMBIMBING SKRIPSI UNTUK MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN JURUSAN MANAJEMEN PENDIDIKAN ISLAM IAIN PURWOKERTO TAHUN 2020

Menimbang : a. Bahwa dalam rangka pelaksanaan penelitian dan penulisan skripsi mahasiswa Jurusan Manajemen Pendidikan Islam Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto perlu ditetapkan dosen pembimbing,
 b. Bahwa mereka yang namanya sebagaimana tersebut dalam lampiran surat keputusan ini di anggap memenuhi syarat untuk menjadi pembimbing skripsi mahasiswa Jurusan Manajemen Pendidikan Islam Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto

Mengingat : 1. Undang-undang nomor 20 tahun 2003 tentang sistem pendidikan nasional;
 2. Undang-undang nomor 12 tahun 2012 tentang pendidikan tinggi;
 3. Peraturan pemerintah nomor 19 tahun 2005 tentang standat nasional pendidikan;
 4. Peraturan Peraturan Presiden RI nomor 139 tahun 2014 tentang perubahan STAIN menjadi IAIN Purwokerto;
 5. Peraturan Menteri Agama RI nomor 3 tahun 2015 tentang organisasi dan tata kerja IAIN Purwokerto
 6. Hasil Sidang Judul Jurusan Manajemen Pendidikan Fakultas Tarbiyah dan Ilmu Keguruan Islam Institut Agama Islam Negeri Purwokerto tanggal 22 Oktober 2020

MEMUTUSKAN :

Menetapkan :
 Pertama : Mengangkat saudara yang namanya tersebut dalam kolom 2 lampiran surat keputusan ini sebagai pembimbing skripsi mahasiswa Jurusan Manajemen Pendidikan Islam Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Purwokerto sebagaimana kolom 3 lampiran surat keputusan ini.
 Kedua : Memberi tugas kepada pembimbing untuk membimbing penelitian dan penulisan skripsi mahasiswa sebagaimana tersebut dalam kolom 3 surat keputusan ini.
 Ketiga : Proses pelaksanaan bimbingan penelitian dan penulisan skripsi paling lama dua
 Keempat : semester.
 kelima : Segala sesuatu yang berkaitan dengan surat keputusan ini dibebankan kepada peraturan perundang-undangan yang berlaku;
 Keputusan ini berlaku sejak tanggal ditetapkan, apabila dikemudian hari terdapat kekeliruan dalam penetapan ini akan ditinjau kembali sebagaimana mestinya

Ditetapkan di : Purwokerto
 Pada tanggal : 23 Oktober 2020
 Dekan FTIK



Tembusan disampaikan kepada Yth

1. Rektor IAIN Purwokerto
2. Kabiro AUAK IAIN Purwokerto
3. Wakil Dekan I FTIK IAIN Purwokerto
4. Ketua Jurusan Manajemen Pendidikan Islam FTIK IAIN Purwokerto
5. Arsip



IAIN.PWT/FTIK/05.02.
Tanggal Terbit : 23 Oktober 2020
No. Revisi :



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
 Telp (0281) 635624, 628250 Fax (0281) 636553, www.iainpurwokerto.ac.id



LAMPIRAN SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
 TANGGAL : 23 OKTOBER 2020 NOMOR : 871.a. TAHUN 2020

Tentang :
 PENETAPAN DOSEN PEMBIMBING SKRIPSI UNTUK MAHASISWA JURUSAN MANAJEMEN PENDIDIKAN ISLAM
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PURWOKERTO TAHUN 2020

No	Pembimbing	Nama & NIM	Judul setelah disidang
1	2	3	4
1	Dr. H. Mukhroji, M.S.I	Syawal Hidayatulloh 1717401089	Kegiatan Muhadatsah Berbasis Total Quality Manajemen Di Pondok Pesantren Pendidikan Islam Miftahussalam Banyumas
2	Dr. Suparjo, MA	Nia Nur Pratiwi 1717401026	Management Of Community Learning Center's (CLC) In The Competitive Society " A Study At Darul Qur'an Al Karim Community Learning Center Barturraden Banyumas
3	Sony Susandra, M.Ag	Wiwit Retnoningsih 1717401045	Manajemen Kurikulum Berdaya Saing Di SDIT Insan Mulia Maos
4	Dr. H. Asdlori, M.Pd.I	Yekti Kurniasri 1717401048	Peningkatan SDM Sebagai Tim Kerja Untuk Meningkatkan Daya Saing MI Darwata Glempang Maos
5	M.A. Hermawan, M.S.I	Nuning Setianingsih 1717401028	Manajemen Strategik Dalam Rekrutmen Peserta Didik Baru Di Mts Ma'arif NU 11 Purbasari
6	Dr. Novan Ardy Wiyani, M.Pd.I	Evi Nur Khaeni 1717401014	Pemberdayaan Masyarakat Desa Dalam Penyelenggaraan Layanan PAUD Studi Pada TK Aisyiyah Karangbawang Kecamatan Ajibarang Kabupaten Banyumas
7	H. Rahman Afandi, M.S.I	Mita Augustin 1717401078	Kepemimpinan kreatif kepala TK dan Implikasinya pada kreativitas guru dan anak di TK YWKA 2 Purwokerto
8	Dr. H. Slamet Yahya, M.Ag	B. Yogi Supadmi 1717401054	Peran PGRI Dalam Pengembangan TK PGRI Mekar Utami Bumiagung
9	Dr. H.M. Hizbul Muflihin, M.Pd	Fivi Mularsih 1717401098	Praktik manajemen program tahfidz berbasis sasaran di pondok pesantren modern muhammadiyah boarding school
10	H. Rahman Afandi, M.S.I	Ida Yeni Kurniawati 1717401018	Manajemen Masjid Sebagai Laboratorium Pendidikan Karakter Bagi Anak Di Masjid Baitul Muttaqin Sokanegara
11	Dr. H. Siswadi, M.Ag	Puji Lestari 1717401032	Strategi Kepala Sekolah Dalam Meningkatkan Citra Sekolah Melalui Program Tahfidz di MI GUPPI Jepara Wetan
12	Ulpah Maspupah, M.Pd.I	Rizqi Indriantika 1717401037	Manajemen Kurikulum Pada Taman Pendidikan Al-Qur'an Al-Ikhsan Kejawar Banyumas
13	Zuri Pamuji, M.Pd.I	Fatimatul Azizah 1717401062	Peran Guru Dan Kepala Sekolah Sebagai Administrator Pendidikan Studi Pada RA Miftahul Huda Selandaka
14	Layla Mardiyah, M.Pd	Homsah Widianti 1717401065	Manajemen Kurikulum Program Pendidikan Kesetaraan Dan Home Shcooling (Ka Hos) Di PKBM Ar Rasyid Purwokerto
15	Muflihah, M.Pd	Umi Soliah 1717401091	Benhmarking Penyelenggaraan Kursus Bahasa Inggris di LKP Brave English Course (BEC) Supiuh
16	Dr. Novan Ardy Wiyani, M.Pd.I	Mukh Adib Shofawi 1717401080	Kepemimpinan Perempuan dalam Pengembangan Lembaga Pendidikan Islam Non Formal di Garut
17	Dr. Kholid Mawardi, M.Ag., M.Hum	Hanafi Chesamoche 1617401096	Pembelajaran Agama islam berbasis TQM di TADIKA desa Besu Bangnangseta Jala Thailand
18	Dr. H. Suwito, M.Ag	Ibnu Abinnashih 1717401066	Implementasi Kebijakan Program Tahfidz Qur'an Pada PKBM Tahfidz Qur'an Al Karim Baturaden



IAIN.PWT/FTIK/05.02.
 Tanggal Terbit : 23 Oktober 2020
 No. Revisi :



KEMENTERIAN AGAMA
 INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
 Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.ainpurwokerto.ac.id



Nomor : B-03/In.17/FTIK.J MPI/PP.00.9/VIII/2020 Purwokerto, 11 Agustus 2020
 Lampiran : ---
 Hal : **Permohonan Ijin Observasi Pendahuluan**

Kepada Yth.
 Kepala PKBM Darul Qur'an Al Karim
 di tempat

Assalamu'alaikum wr.wb.

Diberitahukan dengan hormat bahwa, dalam rangka pengumpulan data guna penyusunan skripsi mahasiswa kami :

1. Nama : Nia Nur Pratiwi
2. NIM : 1717401026
3. Semester : VII (Tujuh)
4. Jurusan/Prodi : MPI/MPI
5. Tahun akademik : 2020/2021

maka kami memohon kepada Bapak/Ibu untuk berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut :

1. Obyek : Management Of Community Learning Center's (CLC) In The Competitive Society: Study At Darul Qur'an Al Karim Community Learning Center, Baturaden, Banyumas.
2. Tempat/Lokasi : PKBM Darul Qur'an.
3. Tanggal obsevasi : 17 Agustus-1 September 2020.

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.
Wasalamu'alaikum wr. wb.



A.n. Wakil Dekan Bidang Akademik
 Ketua Jurusan MPI


 Rahman Afandi, S. Ag. M. S. I.
 NIP. 196808032005011001

Tembusan :
 - Arsip



IAIN.PWT/FTIK/05.02.
Tanggal Terbit : 11 Agustus 2020
No. Revisi :



**PUSAT KEGIATAN BELAJAR MASYARAKAT (PKBM)
DARUL QUR'AN AL-KARIM
“MUSTAWA AWWAL”**

Jl. Raya Baturraden Jalur Barat RT 3 RW 4 Desa Karangtengah Kec. Baturraden,
Kab. Banyumas email: d.quran@yahoo.com website: www.daqualkarim.id

SURAT KETERANGAN

Nomor: 158/PKBM.DAQU/IX/2021

Yang bertandatangan di bawah ini Kepala Kejar Paket B PKBM Darul Qur'an Al-Karim Baturraden, sebagai berikut:

Nama : Singgih Mualim, S.H.

NIP : -

Jabatan : Kepala Sekolah

Menerangkan:

Nama : Nia Nur Pratiwi

Nim : 1717401026

Jurusan/prodi : Fakultas Tarbiyah dan Ilmu Keguruan/Manajemen Pendidikan Islam (MPI)

Bahwa mahasiswa tersebut telah selesai melaksanakan tugas penelitian pada Kejar Paket B PKBM Darul Qur'an Al-Karim Baturraden dengan judul penelitian “*Competitive Management of Community Learning Center at Darul Qur'an Al-Karim Community Learning Center, Baturraden, Banyumas*” terhitung mulai bulan Maret s/d Juni 2021.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Mengetahui,
Kepala Mustawa Awwal




Singgih Mualim, S.H.



IAIN PURWOKERTO



PUSAT KEGIATAN BELAJAR MASYARKAT (PKBM)
DARUL QUR'AN AL-KARIM
"MUSTAWA AWWAL"

Jl. Raya Baturraden Jalur Barat RT 3 RW 4 Desa Karangtengah Kec. Baturraden,
Kab. Banyumas 53151 email: d.quran@yahoo.com website: www.daqualkarim.id

Nomor : 101/PKBM.DaQu /VIII/2020
Lamp : -
Perihal : Pemberitahuan

Baturraden, 19 Agustus 2020

Kepada:
Yth. Ketua Jurusan MPI
Fakultas Tarbiyah dan Ilmu Keguruan
Di -
Purwokerto

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Sehubungan dengan surat permohonan izin observasi pendahuluan Nomor: B-923/in.17/FTIK.J.MPI/PP.00.9/VIII/2020 tanggal 11 Agustus 2020, dengan mahasiswa:

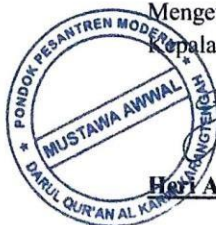
Nama : Nia Nur Pratiwi
NIM : 1717401026
Semester : VII (Tujuh)
Jurusan/Prodi : MPI/MPI
Tahun Akademik : 2020/2021

Kami selaku manajemen PKBM Darul Qur'an Al-Karim Baturraden mempersilakan bagi mahasiswa tersebut guna melaksanakan observasi dengan obyek "*Manajemen Of Community Learning Center's (CLC) In The Competitive Society: Study At Darul Qur'an Al-Karim Community Learning Center, Baturraden Banyumas.*

Demikian pemberitahuan ini kami sampaikan. Atas perhatian Bapak/Ibu dihaturkan terimakasih.

Wassalamu'alaikum Warahmatullahi Wabarakaatuh

Mengetahui,
Kepala Mustawa Awwal



[Signature]
Heri Ardiansyah, S.Pd.



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iainpurwokerto.ac.id



REKOMENDASI SEMINAR PROPOSAL SKRIPSI

Dengan ini kami Dosen Pembimbing Skripsi dari mahasiswa:

Nama : NIA NUR PRATIWI
NIM : 1717401026
Semester : 7
Jurusan/Prodi : MPI/MPI
Tahun Akademik : 2020/2021
Judul Proposal Skripsi : MANAGEMENT OF COMMUNITY LEARNING
CENTER (CLC) IN THE COMPETITIVE SOCIETY:
A STUDY AT DARUL QURAN AL KARIM
COMMUNITY LEARNING CENTER, BATURADEN,
BANYUMAS.

Menerangkan bahwa proposal skripsi mahasiswa tersebut telah siap untuk diseminarkan apabila yang bersangkutan telah melengkapi berbagai persyaratan akademik yang telah ditentukan.

Demikian rekomendasi seminar proposal skripsi ini dibuat dan dipergunakan sebagaimana mestinya.

Purwokerto, 13 November 2020

Mengetahui,
Ketua Jurusan/prodi MPI


Rahman Afandi, S. Ag., M. S. I.
NIP. 1968080320050111001

Dosen Pembimbing


Dr. Suparjo, M. Ag.
NIP. 197307171999031001



IAIN.PWT/FTIK/05.02
Tanggal Terbit : 13 November 2020
No. Revisi : 0



IAIN PURWOKERTO



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI PURWOKERTO
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Alamat : Jl. Jend. A. Yani No. 40A Purwokerto 53126
Telp. (0281) 635624, 628250 Fax: (0281) 636553, www.iainpurwokerto.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI

No. B. /In.17/FTIK.J...../PP.00.9/..... /20....

Yang bertanda tangan di bawah ini, Ketua Jurusan/Prodi Manajemen Pendidikan Islam pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) IAIN Purwokerto menerangkan bahwa proposal skripsi berjudul : **Management Of Community Learning Centers (CLC) In The Competitive Society: A Study At Darul Qur'an Al Karim Community Learning Center, Baturraden, Banyumas.** Sebagaimana disusun oleh:

Nama : Nia Nur Pratiwi
NIM : 1717401026
Semester : 7
Jurusan/Prodi : MPI/MPI

Benar-benar telah diseminarkan pada tanggal : 26 November 2020

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 26 November 2020

Mengetahui,
Ketua Jurusan/Prodi MPI

Rahman Afandi, S. Ag., M. S. I.
NIP. 198608032005111 001

Penguji

Dr. Novan Ardy Wiyani, M. Pd.
NIP. 198505252015031004



IAIN.PWT/FTIK/05.02
Tanggal Terbit : diisi tanggal
No. Revisi : 0

CURRICULUM VITAE

A. Identity

1. Name : Nia Nur Pratiwi
2. Student Number : 1717401026
3. Place/Date of Birth : Banjarnegara, 29 Juni 2000
4. Address : Punggelan, RT 01/08,Punggelan Banjarnegara
5. Father's Name : Sarwan
6. Mother's Name : Mistiyah

B. Education

1. Formal Education
 - a. SD/MI, pass year : Elementary School of 2 Punggelan,
 - b. SMP/MTs, tahun lulus : Junior High School of 1 Punggelan
 - c. SMA/MA, tahun lulus : Vocational High School of 1 Bawang
 - d. S1, tahun masuk : State Islamic University of Prof. K. H. Saifuddin Zuhri
2. Pendidikan Non-Formal
 - a. Ma'had Imam Malik UMP 2018

C. Achievement

1. 1st winner Esai Competition of Faculty of Tarbiyah and Teaching Training UIN Saifuddin Zuhri Purwokerto 2017.
2. 3rd winner National Reading Arabic Poem on Gebyar Bahasa Arab IAIN Syekh Nurjati Cirebon 2018.
3. 1st winner Reading Poem on Dies Natalis UIN Saifuddin Zuhri 2018.
4. 2nd winner Esai Competition Region of Central Java and Yogyakarta on Management Festival Management of Islamic Education of UIN Saifuddin Zuhri 2018.
5. Delegation on Global Goals Summit, Kuala Lumpur, Malaysia 2019.
6. Finalis Interational Businnes Plan Competition on Malaysian Global Inovation & Creativity Center at Singapore, Thailand and Malaysia 2019.
7. 1st winner National Esai Competition on Semarak SDGs at Bengkulu University 2020.

D. Scientific Paper

1. Mocaf: Pemberdayaan Petani Singkong Berbasis Sociopreneur.
2. Beras Analog Mocaf: Pemberdayaan Petani Singkong Melalui Skema SDGs 2030 di Desa Pesangkalan, Kecamatan Pagedongan, Kabupaten Banjarnegara.
3. Pendidikan Profetik: Jalan Pintas Pendidikan Abad 21.
4. Pendidikan Berbasis Sastra Dalam Menjawab Tantangan Zaman

E. Organization

1. English Arabic Student Association 2017-2020
2. Leadership Community of Management of Islamic Education
3. Muhammadiyah Student Association Ahmad Badawi Banjarnegara
4. Muhammadiyah Student Association of Saifuddin Zuhri
5. Banyumas Muhammadiyah Student Association as Researcher and Developing
6. Student Senate Faculty of Tarbiya and Teaching Training 2019
7. Student Senate of Islamic State Insitute of Purwokerto 2020
8. Student Senate of Islamic State University of Saifuddin Zuhri Purwokerto 2021
9. School of Literature Civilization (SKSP) Islamic State University of Saifuddin Zuhri Purwokerto 2018-now
10. Commitee of Sekolah Inspirasi Pedalaman Banjarnegara
11. Commitee of Micro, Small and Medium Entreprises (Ruang UMKM)

